



**EPA'S NATIONAL NETWORK FOR
ENVIRONMENTAL MANAGEMENT STUDIES
FELLOWSHIP PROGRAM**

Catalog for 2006

Student Fellowship Program



Visit the NNEMS Web site at www.epa.gov/enviroed/students.html



EPA's NATIONAL NETWORK FOR ENVIRONMENTAL MANAGEMENT STUDIES FELLOWSHIP PROGRAM

Catalog for 2006

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Introduction

Background

The United States Environmental Protection Agency (EPA) established the National Network for Environmental Management Studies (NNEMS) Fellowship Program in 1986 to foster a growing interest among higher education students in environmental careers. The NNEMS program is a comprehensive fellowship program that provides students an opportunity to participate in a fellowship project that is directly related to their field of study. The NNEMS program is sponsored by EPA's Office of Environmental Education (OEE).

EPA has awarded approximately 1,370 fellowships under the NNEMS program since its inception in 1986, and expects to award approximately 20 to 30 fellowships in 2006 for an estimated total of \$300,000.

How to Use the NNEMS Catalog for 2006

The NNEMS Catalog for 2006 is divided into eight main sections:

- The *Introduction* provides background information about the NNEMS program and identifies points of contact.
- *Overview of the NNEMS Program* describes the program and the types of fellowships offered, identifies the role of program coordinators, and discusses compensation.
- *How to Apply* lists the eligibility requirements and describes the application materials and application process.
- The *Evaluation and Selection of NNEMS Fellows* discusses the evaluation of applications by staff of EPA and the notification process.
- *Procedures to Initiate and Complete a Fellowship* identifies step-by-step the actions a student must take to initiate and complete a fellowship.
- *Guidelines for NNEMS Fellows* explains the program guidelines that a student selected for a fellowship must follow.
- *Frequently Asked Questions* lists questions asked by applicants during previous years, as well as those from students awarded fellowships.
- The final section, *Catalog of 2006 Research Projects*, provides detailed descriptions of each of the fellowships offered in 2006, including information about the EPA office sponsoring the project, the location and duration of the project, as well as the desired educational level of the student.

Several appendices are included to assist students who are interested in applying for a NNEMS fellowship. *Appendix A, Application Materials*, provides complete application materials. *Appendix B, NNEMS Program Coordinators*, provides a list of the schools or educational institutions that have designated a NNEMS Program Coordinator. *Appendix C, IRS Publication 970: Tax Benefits for Education*, provides information about taxes on a fellowship award.

How to Obtain Additional Copies

The NNEMS Catalog for 2006 can be viewed or downloaded in portable document format (pdf) from EPA's Office of Environmental Education Web site at www.epa.gov/enviroed/students.html. Portions of the 2006 catalog are also available in HTML format for interactive viewing of the fellowships.

Additional copies of this document can be obtained from:

U.S. Environmental Protection Agency
NNEMS Program
Office of Environmental Education (1704A)
1200 Pennsylvania Avenue, NW
Washington, DC 20460
Telephone: 202-564-0452

For Additional Information

Please contact:

Mr. Michael Baker
NNEMS Program
Office of Environmental Education (MC 1704A)
U.S. Environmental Protection Agency
1200 Pennsylvania Avenue, NW
Washington, DC 20460
Telephone: 202-564-0443 or 800-358-8769

or:

visit EPA's NNEMS Web site at:
www.epa.gov/enviroed/students.html

Overview of the NNEMS Program

Purpose

The purpose of the NNEMS program is to:

- Provide students with practical research opportunities and experiences in EPA's program and regional offices and in its laboratories;
- Increase public awareness of and involvement in environmental issues;
- Encourage qualified individuals to pursue environmental careers; and
- Help defray the costs associated with the pursuit of academic programs related to the field of environmental protection, such as pollution control, science, engineering, technology, social science, and specialty areas.

Students who are awarded NNEMS fellowships are offered a unique opportunity to gain research and training experience directly linked to their undergraduate or graduate studies. NNEMS fellows conduct research projects to augment their academic studies, which EPA supports with financial assistance.

Fellowships

Under the NNEMS program, a range of fellowship activities are offered to help students increase their knowledge of environmental issues while refining their professional skills. Each year, the NNEMS program offers approximately 20 to 30 research projects, developed and sponsored by EPA Headquarters in Washington, D.C. and in EPA's 10 regional offices and laboratories throughout the U.S. The projects are specifically narrow in scope, allowing students to complete the research project while working full-time at EPA during the summer or part-time during the school year. Typically, the research is conducted at an EPA office or laboratory, although other arrangements can be made in certain circumstances.

The research projects are organized among five categories:

- **Environmental Policy, Regulation, and Law**

Fellowships offered in this category provide students an opportunity to review and evaluate existing policies and regulations, as well as conduct research related to the development of new policies. The projects may include a component that focuses on environmental compliance.

- **Environmental Management and Administration**

The topics of fellowships in this category focus on environmental management goals.

- **Environmental Science**

Fellowships in this category typically include direct participation in field studies and laboratory research. Environmental policy and regulation review requiring technical expertise is included in the Environmental Policy, Regulation, and Law category described above.

- **Public Relations and Communications**

These types of fellowships include the review and analysis of public response to EPA policies and regulations, as well as general public opinion of environmental issues. The projects may include the development of communication tools; for example, pamphlets and informational materials.

- **Computer Programming and Development**

Fellowships in this category may include the development of computer software, the development and querying of databases, and the design of programming functions required in laboratory work.

Detailed descriptions of the fellowships offered this year are provided in the section, *Catalog of 2006 Research Projects*, which begins on page 17 and on the NNEMS Web site at www.epa.gov/enviroed/students.html. Each research project is sponsored by an EPA project officer who serves as the main point of contact for the project.

Sample Project Description

Provided below is a sample project description for the NNEMS 2005 program. This example illustrates the content and format of the project descriptions that begin on page 17.

Project number	Title of project	Educational level of applicant
Mission and activities of the sponsoring office	Name of the office sponsoring the project	Location at which project will be conducted
PROJECT NUMBER: 2005-301	Project Title Diagnosing Causes of Impairment in Estuarine Systems	Duration of the project
Sponsoring Office National Health and Environmental Effects Research Laboratory/Atlantic Ecology Division	Desired Level of Education Junior to Graduate Student	Project Location EPA Region 1 – Narragansett, RI
Office Mission/Responsibility The mission of the Atlantic Ecology Division (AED) at Narragansett is to perform research to better understand and quantify the ecological effects of anthropogenic stressors on the coastal waters and watersheds of the Atlantic seaboard.	Preferred Project Period 6/1/2005 to 5/31/2006	Project Officer Rob Burgess Kay Ho
Project Overview Over the next several years, AED is responsible for developing diagnostic tools for assessing the causes of ecological impairment to estuarine and marine water bodies. This project involves conducting research which relates the effects of toxic chemicals, nutrients, pathogens, and clean sediments to these impairments. The focus of this research will be on ecosystems within the Narragansett Bay watershed. The student will perform an independent and unique project involving the effects of anthropogenic stressors on estuarine and marine systems. Along with their independent project, the student will be involved in field sampling; preparing samples for analysis; and analyzing samples for toxicity, nutrients, dissolved oxygen, sediment grain size, and organic carbon. The student's research project will include developing an experimental design, conducting the research, and completing a brief report.	Project Goals The student's involvement in the project will allow him or her to experience all aspects of the scientific process, from the conception of his or her specific scientific question to the summarization of what his or her research means. Further, through his or her participation in AED's program, the student will gain useful and valuable experience in estuarine and marine field sampling and sample preparation and analysis.	
Final Product of the Project The student will develop a brief report summarizing the results of the project.		
Activities to be undertaken by the student	EPA's goals for the student and project	Final product to be developed by the student
		Name of the project officer

Compensation

All NNEMS fellowships are awarded directly to the individual students who are selected as fellows. The awards cannot be made to the educational institution at which the student is enrolled, although a student may request that EPA submit payment of a portion of his or her tuition costs directly to the institution. See *Payment of the Grant* on page 13 for more information.

Students selected for a fellowship receive a grant award in the form of a stipend. The grant is paid in monthly installments based on the duration of the project. Grant awards reflect an individual student's level of education, as well as the location and duration of the research project. Even though students selected to receive NNEMS fellowships are grantees and not federal employees, the formula for the appropriate stipend amount is based on the current General Schedule (GS)-04 through GS-09 federal pay scale, and includes standard government locality rates. Freshmen students, for example, will be paid at the GS-04 rate; advanced graduate students at the GS-09 rate. For example, grants awarded for a 3-month full-time period would range from approximately \$7,100 to \$11,300 per award. The stipend will be increased to compensate for costs associated with travel or training for research projects that require these activities. Information about the 2005 GS pay scale by localities is available online at www.opm.gov/oca/05tables/indexGS.asp. Please note that rates for 2006 will be adjusted according to the new GS scale.

There is no matching or cost sharing required of students awarded NNEMS fellowships.

Role of Program Coordinators

Many colleges, universities, and distance-learning organizations in the United States have identified NNEMS Program Coordinators. The Program Coordinators act as representatives of the NNEMS program by promoting the program on campus, displaying and making available to students all of the NNEMS materials, and assisting students in the preparation of their applications. For 2006, there are approximately 300 NNEMS Program Coordinators representing more than 200 educational institutions. A complete list of the NNEMS Program Coordinators is provided in *Appendix B, NNEMS Program Coordinators* and on the NNEMS Web site at www.epa.gov/enviroed/NNEMS/2006pc.html.



Please note: Any eligible student enrolled for academic credit at an accredited¹ 2- or 4-year college, university, or distance-learning institution may apply for a NNEMS fellowship, regardless of whether or not there is a NNEMS Program Coordinator at his or her university.

Disclaimer

EPA reserves the right to reject all applications for NNEMS fellowships and make no awards.

¹ The 2- or 4-year college, university, or distance-learning institution must be accredited by a regional or national accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

How to Apply

The following section provides step-by-step instructions for how to apply for a NNEMS fellowship, identifies the eligibility requirements, lists the application materials, and provides an overview of the application process.

The Application Process

Applying for a NNEMS fellowship can be summarized in four steps:

- Step 1:** Carefully read the section below, *Eligibility Requirements*, to determine whether you meet all of the general requirements, as well as those identified for specific student levels. If you are eligible, continue on to Step 2.
- Step 2:** Review the 2006 project descriptions that begin on page 17. Identify the project(s) in which you are most interested, as well as those in which you have attained the desired level of education as specified by EPA. Please note that students are not allowed to develop or propose independent projects. If you would like additional information on or clarification of a specific project, please complete and submit the "Project-specific Questions" form that is available online at <http://www.epa.gov/enviroed/NNEMS/2006projects.html>. A response to your question will be provided by e-mail as soon as possible.
- Step 3:** For each project identified under Step 2, complete and submit a NNEMS Application following the specific directions provided in this section.
- Step 4:** Submit the completed application(s) by **February 13, 2006**.



A student selected for a NNEMS fellowship must complete additional documentation required by the federal government to apply for an official grant with EPA. The steps required to process a fellowship and the grant award are lengthy (see *Procedures to Initiate and Complete a Fellowship* on pages 11 and 12 for more details).

Eligibility Requirements

A NNEMS fellowship is available to any associate, undergraduate, or advanced student who meets the general requirements listed below, as well as those identified for associate, undergraduate, and advanced students.

General Requirements

At a minimum, all applicants must be:

- A citizen of the United States, its territories or possessions, or lawfully admitted to the United States for permanent residency (The U.S. Citizenship and Immigration Services defines lawful permanent residency as any person not a citizen of the United States who is residing in the United States under legally recognized and lawfully recorded permanent residence as an immigrant, also known as "Permanent Resident Alien," "Resident Alien Permit Holder," and "Green Card Holder.") A lawful permanent resident must provide his or her Green Card number on his or her application.
- Enrolled for academic credit at a 2- or 4-year college or university, or distance-learning institution accredited by a regional or national accrediting organization recognized by the United States Department of Education or the Council for Higher Education Accreditation², and
- Pursuing an educational program directly related to pollution control or environmental protection for the duration of the fellowship.



Please note:

There are no exceptions to the requirement that applicants must have attained a 3.0 GPA at the time the application is due. Applicants whose GPA is below 3.0 based on the transcript enclosed with the application will not be eligible for consideration. For example, applicants with a GPA below 3.0 who submit applications in February with the expectation that their spring semester grades will increase their GPA to 3.0 are not eligible.

² Applicants are not required to be enrolled at the time the application is due, typically in February, but must be enrolled at the time of fellowship award, which is typically in April or May. For example, an applicant who graduated with an undergraduate degree a few years ago and is not currently enrolled in an academic program, may submit an application for a NNEMS fellowship if the applicant has applied to, been accepted at, and is enrolled in a graduate school or a doctoral program that will begin in the Fall of 2006. Please note that EPA is prohibited from awarding fellowships to applicants who have been accepted, but have not enrolled, in an academic program.

Associate and Undergraduate Students

Students attending 2- or 4-year institutions or distance-learning institutions must meet the following requirements:

- 3.0 cumulative grade point average (GPA) based on a scale of 4.0 **at the time the application is due** (a GPA of 2.999 for example, is not sufficient), and
- Completion of at least four courses related to the field of environmental studies.

Advanced Students

Students enrolled in graduate or doctoral programs must meet the following requirements:

- Currently enrolled in a graduate or Ph.D. program or can provide proof of acceptance and enrollment to a graduate or Ph.D. program at the time of fellowship award², and
- Completion of at least one semester of graduate or Ph.D. work or at least four undergraduate courses related to the field of environmental studies.

The following students are not eligible for a NNEMS fellowship:

- Federal employees, including those who are on “leave without pay” status.
- Undergraduate and graduate students who will graduate before the NNEMS fellowship is completed (students who complete their undergraduate studies before the end of a fellowship may apply if they are admitted and enrolled in a graduate program).
- Students enrolled in certificate programs.
- High school students.

Application Materials

Whether submitting an application via hard-copy or electronically, all students who are interested in applying for a NNEMS fellowship must submit a complete application package that includes:

- A completed NNEMS Application Form.
- A completed Standard Form 424 – Application for Federal Assistance (SF 424).
- A résumé.
- An official transcript for each 2- or 4-year college or university, or distance-learning institution attended. Official transcripts should be opened and photocopied as one original and three photocopies of the transcript are required for each complete application. If submitting multiple applications, only one original transcript is required. Applicants should include in the application package the envelope in which the original transcript was provided.
- A completed NNEMS Reference Form. The Reference Form should be prepared by a professor or advisor who knows the applicant well and can specifically discuss the student’s aptitude and/or experience for the project. The Reference Form should be included with the application package; however, a reference submitted under separate copy will be accepted if it is received on or before the application deadline.
- A completed NNEMS Disclosure and Waiver Statement.
- Verification of acceptance and/or enrollment in a graduate or Ph.D. program if the applicant is a graduating senior.

Students have the option of submitting their application package in one of the following two ways:

- 1) hard-copy submission submitted via mail or courier, or
- 2) partial electronic submission with hard-copy attachments submitted via mail or courier. Please carefully read the following submission instructions for each option.

Hard-Copy Submission

Blank application forms are included in *Appendix A, Application Materials*, and may also be obtained on the NNEMS Web site at www.epa.gov/enviroed/students.html. Students must submit a complete application package (an original and three copies) for each project for which they are applying. Students may also wish to contact the NNEMS Program Coordinator at their school (see *Appendix B, NNEMS Program Coordinators*) for additional information and assistance.

All hard-copy NNEMS applications and hard-copy portions of applications submitted electronically must be postmarked by February 13, 2006 and mailed or couriered to:

NNEMS Fellowship Program
Tetra Tech EM Inc.
1881 Campus Commons Drive, Suite 200
Reston, VA 20191

Partial Electronic Submission

As an alternative to full hard-copy submission of their application, students have the option of submitting the NNEMS Application Form and SF 424 electronically. Students must submit the remaining required parts of their application package to include: 1) résumé, 2) transcripts, 3) NNEMS Reference Form, 4) NNEMS Disclosure and Waiver Statement, and 5) verification of acceptance and/or enrollment in a graduate or Ph.D. program (if appropriate), in hard-copy form via U.S. mail or courier by the application deadline of February 13, 2006. All portions of the hard-copy submission must include one original and three photocopies. Students wishing to exercise the option of partial electronic submission can access the NNEMS Application Form and SF 424 for the 2006 NNEMS program (CFDA Number 66.952 or Program Announcement Identifier EPA-OEE-06-01) at www.grants.gov. The NNEMS Application Form and SF 424 must be submitted to www.grants.gov by 11:59 p.m. on February 13, 2006.

The Web site www.grants.gov requires an individual registration to submit an application for this solicitation; however, registration is not required to view the NNEMS application package. To register, go to www.grants.gov, click on "Get Started," click on "Individual" and "Go." Follow the registration guidance and also see "Registration Checklists." Allow approximately one day for the registration to be activated. This registration is temporary and can only be used for the specified Funding Opportunity Number.

The electronic application package available through the www.grants.gov Web site must be used for electronic submissions. In order to view the application package, download the PureEdge viewer (hyperlink available under "Apply for Grants" then "Apply Step 1"). The application package may be directly accessed from https://apply.grants.gov/forms_apps_idx.html using CFDA number 66.952 or Program Announcement Identifier EPA-OEE-06-01. Both a tutorial and training demonstration are available at www.grants.gov, click on "Customer Support," then "Tutorial" or "Training Demonstration."

The NNEMS Application Form and SF 424 must be transferred through www.grants.gov no later than 11:59 p.m. on February 13, 2006. All hard-copy portions of applications including: 1) résumé, 2) transcripts, 3) NNEMS Reference Form, 4) NNEMS Disclosure and Waiver Statement, and 5) verification of acceptance and/or enrollment in a graduate or Ph.D. program (if appropriate), must be postmarked on or before February 13, 2006.

Documents must be submitted in Adobe Acrobat PDF format to maintain format integrity. Prior to submitting the electronic application package, students are advised to view converted documents to ensure that there are no conversion errors. Submit the required documents as described below.

On the electronic "Grant Application Package" page, students should enter their name, starting with last name, in the "Application Filing Name" field.

NNEMS Application Form

Complete the NNEMS Application Form following the instructions included on the form. For additional guidance, please review the sample completed NNEMS application prior to completing the form.

SF 424 – Application for Federal Assistance

Complete the SF 424 following the instructions included in *Appendix A, Application Materials*. For additional guidance, please review the sample completed SF 424 prior to completing the form.

Once the application package has been completed, the "Submit" button will become active. Students should save their completed application package with two different file names before submission to avoid having to re-create the package should they experience submission problems. Close all other software before attempting to submit the application package.

If a student experiences submission problems, he or she should reboot his or her computer (turning the power off may be necessary) and re-attempt the submission. If a student continues to experience submission problems, he or she should contact grants.gov for assistance (Phone: 1-800-518-4726, E-mail: support@grants.gov).

Submitting Confidential Information

In accordance with 40 Code of Federal Regulations (CFR) 2.203, applicants may claim all or a portion of their application/proposal as confidential business information. EPA will evaluate confidentiality claims in accordance with 40 CFR Part 2. Applicants must clearly mark applications/proposals or portions of applications/proposals they claim as confidential. If no claim of confidentiality is made, EPA is not required to make the inquiry to the applicant otherwise required by 40 CFR 2.204(c)(2) prior to disclosure.

Submitting Multiple Applications

Students may apply to as many research projects as desired. Separate, complete application packages must be submitted for each project. Official transcripts may be photocopied if a student is submitting more than one application package. If more than one project application is submitted, the student must indicate the order of preference of each project on the Application Form.

Applications by Current NNEMS Fellows

A student who is currently holding a fellowship may apply for a new fellowship in 2006. The existing fellowship, however, must be completed and the fellowship ended (see *Procedures to Initiate and Complete a Fellowship* on pages 11 and 12) before a student will be considered eligible to receive and begin a new fellowship.

Submitting Applications for Consecutive Projects

Students may apply for consecutive projects, but the first fellowship must be completed before the second fellowship begins. For example, an applicant may apply for a project that ends in August as well as for a project that begins in September.

Deadline for Applying

The deadline for electronic or hard-copy submissions of applications for 2006 fellowships is February 13, 2006. All hard-copy materials must be postmarked on or before February 13, 2006 to be eligible for consideration. Applications postmarked after February 13, 2006 will not be accepted. Students wishing to exercise the option of partial electronic submission must submit the NNEMS Application Form and SF 424 to **www.grants.gov** by 11:59 p.m. on February 13, 2006.

Mailing Address for Applications

Hard-copy applications must be mailed or couriered to:

NNEMS Fellowship Program
Tetra Tech EM Inc.
1881 Campus Commons Drive, Suite 200
Reston, VA 20191



The deadline for submitting applications for 2006 fellowships is February 13, 2006. All hard-copy materials must be postmarked on or before February 13, 2006 to be eligible for consideration.

Evaluation and Selection of NNEMS Fellows

Evaluation of Applications

NNEMS fellowships are awarded annually on the basis of EPA's request for applications and established evaluation criteria. Every application submitted for a specific research project will first be reviewed by external reviewers to determine whether the eligibility requirements have been met. Applications that meet the eligibility requirements will subsequently be reviewed by panels comprised of EPA staff members. The panels review and evaluate each application based on the evaluation criteria listed below.

- Relevancy of the classroom experience of the student as it relates to the EPA research project (maximum score = 15 points)
- Student's understanding of the proposed EPA research project subject matter (maximum score = 10 points)
- Relevancy of work experience of the student (whether volunteer activities, internships, or paid jobs) as it relates to the EPA research project (maximum score = 10 points)
- Relevancy of the student's academic studies to the EPA research project (maximum score = 5 points)
- Leadership skills, written communication skills, and demonstrated success at working well in an office, laboratory, or field environment, as appropriate to the project (maximum score = 5 points)
- Potential for success, as reflected by academic records, letters of reference, and other relevant information (maximum score = 5 points)

Applications that are scored highly based on the evaluation criteria listed above by the panels of reviewers are then sent to the NNEMS staff and EPA project officers for consideration.

Selection and Notification of Award Status

Once EPA has made a decision about whom to award a fellowship, the EPA project officer will contact the student to discuss the fellowship and specific details about the research project. Discussions among the project officer and applicant are intended to produce a clear, mutual understanding of the details of the project and the results the student wishes to achieve from the project. The student should expect to discuss with the EPA project officer general information about the project, including:

- Specific location where the project will be conducted
- Amount of the stipend
- Approximate duration of the project
- Primary point of contact for the student
- Names of the EPA staff with whom the student will be working
- Access to telephone, e-mail, and the Internet, and
- General sources and information that will be made available to the students (for example, previous research studies, resources, etc.) and any non-monetary assistance that EPA may be able to provide to the student during the fellowship

During the notification call, the EPA project officer will also review with the student the procedures he or she must follow to initiate and complete the fellowship as described in detail under *Procedures to Initiate and Complete a NNEMS Fellowship* on pages 11 and 12.

A background investigation for security purposes may be required of fellowship recipients, and personal information about the recipient will be required to complete these investigations. EPA reserves the right to terminate the fellowship agreement with a recipient if his or her background investigation reveals adverse information.

Student Acceptance of Award

A student selected for a NNEMS fellowship must complete additional documentation required by the federal government to apply for an official grant with EPA. The steps required to process a fellowship and the grant award are lengthy (See *Procedures to Initiate and Complete a Fellowship* on pages 11 and 12 for more details).

Once a student has accepted a fellowship offer, the NNEMS staff will send to the student a Fellowship Application Packet, instructions for completing the forms in the packet, and a copy of the Guidebook for NNEMS 2006 Fellows. **The forms must be completed and returned to the NNEMS staff within 2 weeks of receipt in order to begin the processing of the paperwork required of all fellowships.**

Notification of Non-Selection

Students who are not selected for a 2006 fellowship will be notified initially by e-mail within 15 calendar days after a decision of non-selection is made. An official notification letter will be sent to the student's address provided on the NNEMS Application Form. Information on assistance agreement competition-related dispute procedures will also be included.



Students selected to receive a NNEMS fellowship must complete the forms in the Fellowship Application Packet within 2 weeks of receipt of the forms from EPA.

Procedures to Initiate and Complete a Fellowship

This section describes the procedures that students who are selected to receive NNEMS fellowships must follow to initiate and complete fellowships.

How to Initiate a Fellowship

The steps required to process a fellowship and the grant award are lengthy. It is imperative that students follow the instructions provided by EPA and submit all materials on time. A student may not begin a fellowship until all of the required documents are submitted.

Step 1: Complete and Submit the Fellowship Application Packet Forms

A student selected for a NNEMS fellowship will receive a grant award in the form of a stipend. Because a NNEMS fellowship is a grant issued by a federal agency, the student must complete additional documentation required by the federal government. In addition to completing a NNEMS application, a student selected for a NNEMS fellowship must submit the forms described below to receive a fellowship grant.

An applicant selected to receive a fellowship will be notified by the EPA project officer. NNEMS staff will then mail the student an official Fellowship Application Packet that includes a Fellowship Application (EPA Form 5770-2) and a Fellowship Facilities and Commitment Statement (5770-3).

The Fellowship Application Packet forms must be completed, signed, and returned to the NNEMS staff within 2 weeks of receipt. A delay in the submittal of the paperwork will result in a delay in the fellowship start date.

Step 2: Processing of the Fellowship Application

Upon receipt of the completed Fellowship Application Packet forms, NNEMS staff will work with the EPA project officer to submit the necessary paperwork to EPA's Grant Administration Division (GAD) for approval and award of the grant. All the information that the student provided will be verified by GAD and entered into its computer files. The student's grant will be assigned a number and a grants specialist will process the student's forms and mail the acceptance documents to the student's permanent mailing address for the student's signature. The processing of the grant may take up to 6 weeks to complete. The official notification of an award will be made by GAD. A Congressional notification period of 5 days must be observed before the acceptance documents are mailed to the student.

Step 3: Complete and Submit the Acceptance Documents

Approximately 6 weeks after the Fellowship Application Packet forms have been submitted to EPA, the student will receive a Fellowship Agreement (EPA Form 5770-8), Fellowship Activation Notice (EPA Form 5770-7), and Completion of Studies Notice (EPA Form 5770-9). **The student may not start work with EPA until they have signed and returned the Fellowship Agreement. In addition, the student must have his or her EPA project officer sign the Fellowship Activation Notice on the student's first day with EPA and return it to GAD.**

- **Fellowship Agreement.** The Fellowship Agreement is the written agreement (including any amendments) between EPA and the student awarded a fellowship. The amount of the fellowship award and the terms and conditions of the fellowship are provided in the Fellowship Agreement. The student must sign the form and return it to GAD at the address provided on the form within 3 weeks of receipt or within a timeframe approved by GAD. If the student does not return the Fellowship Agreement or request an extension of the acceptance time limit within 3 weeks, the proposed start date of his or her fellowship will be delayed. EPA will not be responsible for any costs incurred under a voided agreement.

DEADLINES

Within 2 weeks
of receipt

Up to 6 weeks
following receipt of
the Fellowship
Application Packet
by EPA

Within 3 weeks
of receipt

continued on next page

Continued...

DEADLINES	
<ul style="list-style-type: none"> • Fellowship Activation Notice. The Fellowship Activation Notice should be signed by the EPA project officer on the student's first day of work. The EPA project officer then should return the signed form to GAD. Once the signed Fellowship Activation Notice is received, GAD is responsible for sending the notice to EPA's Financial Management Center in Las Vegas, Nevada, to authorize payments to the student. If the Fellowship Activation Notice is not submitted to GAD within 90 days of the start of the fellowship, EPA will initiate action to terminate the fellowship agreement. • Completion of Studies Notice. The Completion of Studies Notice should be kept by the student until the end of his or her work with EPA. 	<p>First day of fellowship</p>
	<p>Last day of fellowship</p>
<p>Step 4: Begin the Fellowship</p> <p>The student should begin the fellowship on the date and at the location arranged with the EPA project officer and specified in the Fellowship Agreement.</p>	<p>Varies, as agreed by EPA project officer and student</p>

How to Complete a Fellowship

At the completion of a NNEMS fellowship, all NNEMS fellows are required to:

Step 1: Submit a Final Report of the Project

Copies of the final report must be provided to the EPA project officer as well as to the NNEMS staff identified on page 1. The report should be submitted on the last day of the fellowship. Unless directed otherwise by the EPA project officer, the report should summarize the specific project undertaken by the student and the project results.

Step 2: Submit the EPA Fellowship Completion of Studies Notice (EPA Form 5770-9)

The Completion of Studies Notice (EPA Form 5770-9) must be completed, signed by the EPA project officer, and submitted to EPA's Financial Management Center in Las Vegas, Nevada, on the last day of the fellowship. The final payment for the balance of the fellowship award, if any, is typically mailed to the student within 2 weeks after the fellowship has officially ended.

Step 3: Retain All Records

The student should retain all records related to the fellowship for 3 years following the completion date identified on the Completion of Studies Notice.

Please note that EPA, the Inspector General, the Comptroller General of the United States, and any of their duly authorized representatives have the right of timely and unrestricted access to a student's documents, papers, or other records related to a fellowship in order to make audits, examinations, excerpts, transcripts, and copies of such documents. The rights of access in this paragraph are not limited to the required retention period but shall last as long as records are retained.

DEADLINES

Last day of fellowship

Last day of fellowship

3 years after completion of fellowship

Guidelines for NNEMS Fellows

Provided below are the general rules and regulations that guide NNEMS fellows.

Payment of the Grant

Students selected for a fellowship receive a grant award in the form of a stipend. The grant is paid in monthly installments based on the duration of the project. EPA will not make payments under a fellowship agreement until the award official receives the signed Fellowship Activation Notice. Unless the fellowship provides another payment process, the student may request EPA to make the stipend payment as follows:

- A portion paid directly to the educational institution for tuition costs, or
- Payment to the student on a monthly basis or another basis approved by the EPA project officer and as stated in the Fellowship Agreement. The payment may be made directly to the student or by direct deposit. Students interested in direct deposit should complete the Fellowship Stipend Payment Enrollment Form that is included in the *Guidebook for NNEMS 2006 Fellows*. Once the form is completed and returned to EPA's Financial Management Center, the stipend payment will be made by direct deposit.

The first stipend payment is typically received approximately 4 to 6 weeks after the fellowship begins.



Tuition costs sent directly to the educational institution attended by the student are tax exempt. Students who prefer that their tuition costs be sent directly to their educational institution must make this request of their EPA project officer when initially accepting their fellowship offer.

Taxes

EPA does not withhold any taxes nor generate an Internal Revenue Service (IRS) Form W-2, Wage and Tax Statement; nonetheless, the stipend amount is taxable. Students must maintain a record of their stipend amount and file their own taxes. According to the rules of the IRS, portions of the stipend may be tax exempt. Tax-exempt funds for NNEMS fellowships include the portion of money sent directly to a student's school for tuition. These funds do not have to be reported to the IRS. The IRS recommends that students pay quarterly taxes on large stipend amounts in order to minimize the possibility of being assessed a penalty at the end of the year. Please see *Appendix C: IRS Publication 970: Tax Benefits for Education*, for information on a fellowship award. Please contact your local IRS office if you have further questions.



Important Tax Information:

- EPA does not withhold any taxes nor generate an IRS Form W-2
- The stipend amount is taxable, although the portion of the stipend used for tuition costs is tax exempt (see above, *Payment of the Grant*)
- Students are required to keep their own income records and file their own taxes
- Students will not receive an IRS Form W-2 from EPA

Benefits

A student selected for a NNEMS fellowship is an EPA grant recipient, not a federal employee. As such, the student will not accrue leave, will not be entitled to health or life insurance benefits, nor have taxes withheld from his or her stipend.

Travel and Housing

EPA is not responsible for a student's travel expenses to and from the project site or for the student's housing costs. If selected for a NNEMS fellowship that is located away from home or school, students are responsible for making their own arrangements for travel and housing.

If a student is required to participate in official travel during the performance of a project, EPA will add to the stipend additional funds to cover associated travel costs. Because students will not be reimbursed for any unapproved travel costs, it is very important that students do not incur any travel expenses until the stipend has been increased to cover such costs.

NNEMS fellows may not drive a government-owned (EPA or General Services Administration [GSA]) vehicle; however, they may ride as passengers in government-owned vehicles.

If a student must travel for research purposes, he or she does so at his or her own risk; EPA is not responsible for any accidents that may occur. Please see the following section about liabilities for more information.

Liabilities

The issue of liability for injuries that result from the acts of NNEMS fellows arises with respect to two categories of injured persons: the NNEMS fellow and all others.

- In the case of a NNEMS fellow who is injured while performing his or her fellowship, it is important to recognize that the fellow is not a federal employee. Rather, as the recipient of a stipend that is comprised of grant monies, the student is a grantee. As such, the student is not entitled to compensation for on-the-job injuries under the Federal Employees Compensation Act (FECA), Section 5 of the United States Code (U.S.C.) §§ 9101 et seq. The government is not responsible for any accidents that may occur on site or during the course of required travel for a fellowship.
- In the event that a student's injury is the result of negligence on the part of an EPA employee, the student may be eligible for compensation under the Federal Tort Claims Act (FTCA), 28 U.S.C. §§ 1346, 2671-2680.³
- In instances in which a student injures others, in the execution of his or her research duties, the government generally is not liable under the FTCA for any injury that results from the student's negligent acts because the student is not a federal employee.

In summary, a student may be vulnerable to significant personal liability for any damages or injuries that may result from his or her acts. Consequently, EPA recommends that students be fully informed of their exposure to personal liability and suggests that students may wish to secure personal injury insurance. EPA project officers or managers should not place the students in hazardous situations or in situations in which a considerable potential for accident or injury exists.

Student Program Evaluation

In an effort to continuously improve the NNEMS program each year, EPA may contact NNEMS fellows by telephone or e-mail to determine their overall satisfaction with the NNEMS program and to request suggestions for improving the program in future years. Participation in the evaluation will take no more than a few minutes and is voluntary.

Confidential Business Information

NNEMS fellows are not permitted access to or use of Confidential Business Information (typically referred to as "CBI") or enforcement-sensitive information.

Resolution of Disputes

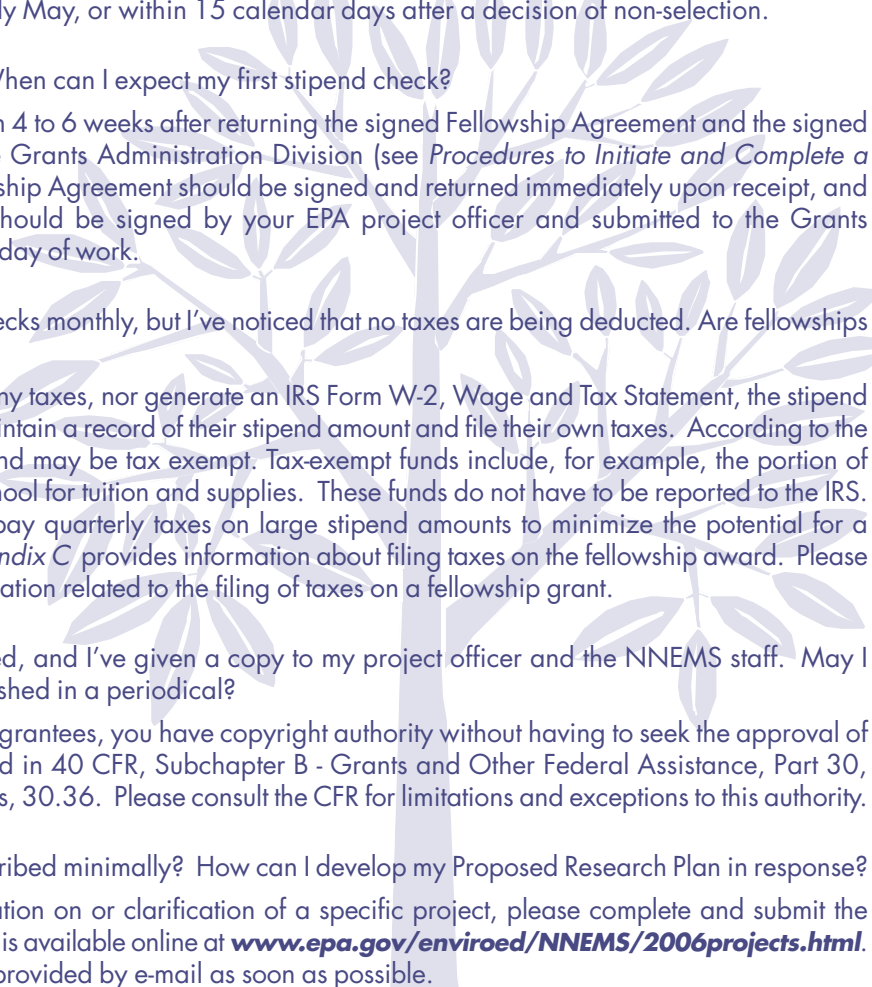
Assistance agreement competition-related disputes will be resolved in accordance with the dispute resolution procedures published in 70 FR (Federal Register) 3629, 3630, (January 26, 2005) which can be found at <http://a257.g.akamaitech.net/7/257/2422/01jan20051800/edocket.access.gpo.gov/2005/05-1371.htm>.

³ The FTCA provides a cause of action against the United States to individuals who incur damage to property or suffer personal injury as a result of a negligent or wrongful act or omission of a government employee acting within the scope of his or her employment.

Frequently Asked Questions

Listed below are questions asked by applicants to the NNEMS program in previous years, as well as by students who received fellowship awards.

- Q** How would I obtain information, specifically application materials, for a fellowship in environmental science?
- A** Detailed information about EPA's NNEMS Program, including application forms, is available in this catalog online at www.epa.gov/enviroed/students.html, and online at www.grants.gov. Undergraduate or graduate students pursuing environmental programs are encouraged to apply. Updated program and application materials are posted on the Web site each year, typically in November.
- Q** I am interested in applying for a NNEMS fellowship, but I do not have a NNEMS Program Coordinator at my school. May I apply?
- A** Yes, any eligible student may apply for a NNEMS fellowship, regardless of whether or not there is a NNEMS Program Coordinator at his or her university.
- Q** I am graduating in May 2006 and will be taking a year off before attending graduate school in the Fall of 2007. Am I eligible to apply for a fellowship scheduled to take place during the Summer of 2006?
- A** No, only students who are currently enrolled in undergraduate or graduate school at the time of fellowship award are eligible.
- Q** I am interested in the NNEMS Fellowship Program, but no projects are being offered this year in the state in which I live. May I apply for projects outside my home state?
- A** Yes, you may apply for research projects located outside your home state, but EPA will not provide funding to cover transportation or housing costs.
- Q** Is the NNEMS program open to international students who attend U.S. universities or colleges?
- A** No. The NNEMS program is only available for students who are citizens of the U.S., its territories or possessions, or who are lawfully admitted to the U.S. for permanent residency. (The U.S. Citizenship and Immigration Services defines lawful permanent residency as any person not a citizen of the United States who is residing in the United States under legally recognized and lawfully recorded permanent residence as an immigrant, also known as "Permanent Resident Alien," "Resident Alien Permit Holder," and "Green Card Holder." A lawful permanent resident must provide his or her Green Card number on his or her application.)
- Q** I am an American citizen currently enrolled as a full-time graduate student at Cambridge University. Are American students pursuing graduate-level studies in the area of environmental management/environmental protection at Cambridge University eligible to apply for the NNEMS Fellowship Program?
- A** Yes. You are eligible to apply for a NNEMS fellowship because you are a U.S. citizen, Cambridge University is recognized by the U.S. Department of Education as a fully accredited academic institution, and you are enrolled in an academic program directly related to pollution control or environmental protection.
- Q** Are high school students eligible for the NNEMS Fellowship Program?
- A** No, only undergraduate and graduate students are eligible for NNEMS fellowships.
- Q** Do the project descriptions offered in the NNEMS Catalog remain the same each year, or are new projects offered each year?
- A** The number and types of projects change each year depending on EPA's departmental and program issues and priorities, as well as funding available for the fellowships.
- Q** Do applications have to be received or postmarked by the date of the deadline?
- A** The application packets must be postmarked on or before the date of the deadline. The deadline for the 2006 program is February 13, 2006.

- 
- Q** May my academic advisor mail the NNEMS Reference Form required for the NNEMS application under separate cover, or must the reference be included in the original application packet?
- A** We prefer that the Reference Form be included in the application package, but your advisor may send the form directly to the NNEMS Fellowship Program. However, please be sure to note on your application packet that the form will be coming under separate cover. In addition, the form must be received by the deadline and be clearly marked to correspond with your application.
- Q** If I request an original, sealed transcript, may I break the seal to make copies of the transcript as required?
- A** Yes. If you receive one original transcript from your university's records office, you may open the sealed envelope to make photocopies. Please include the envelope that contained the original transcript in the application package and note that it was opened to make the photocopies.
- Q** I am interested in applying for a NNEMS fellowship and would like to apply for multiple projects. Do I need to submit original transcripts for each of the projects?
- A** You must submit an original transcript and three copies of your transcripts for at least one of the projects for which you are applying. You are permitted to include copies of your transcript for other projects for which you are applying. See the section, *How to Apply*, on page 5 for detailed instructions on applying for a fellowship.
- Q** I have been selected for one of the projects for which I submitted an application, but have decided to decline the offer. Would I be penalized for the other project or projects for which I applied?
- A** No, you would not be penalized for declining a fellowship offer. The criteria for evaluating and selecting NNEMS fellows are based on determining who is the most qualified candidate who will meet the needs of the specific project.
- Q** When do we find out whether we were selected for the NNEMS Program?
- A** Most candidates are notified of their acceptance in April or May. Students who are not awarded fellowships are typically notified in late April or early May, or within 15 calendar days after a decision of non-selection.
- Q** I just started work on my project. When can I expect my first stipend check?
- A** You should get your first check within 4 to 6 weeks after returning the signed Fellowship Agreement and the signed Fellowship Activation Notice to the Grants Administration Division (see *Procedures to Initiate and Complete a Fellowship* on page 11). The Fellowship Agreement should be signed and returned immediately upon receipt, and the Fellowship Activation Notice should be signed by your EPA project officer and submitted to the Grants Administration Division on your first day of work.
- Q** I have been receiving my stipend checks monthly, but I've noticed that no taxes are being deducted. Are fellowships taxable?
- A** Yes. While EPA does not withhold any taxes, nor generate an IRS Form W-2, Wage and Tax Statement, the stipend amount is taxable. Students must maintain a record of their stipend amount and file their own taxes. According to the latest IRS rules, portions of the stipend may be tax exempt. Tax-exempt funds include, for example, the portion of money sent directly to a student's school for tuition and supplies. These funds do not have to be reported to the IRS. The IRS recommends that students pay quarterly taxes on large stipend amounts to minimize the potential for a penalty at the end of the year. *Appendix C* provides information about filing taxes on the fellowship award. Please contact the IRS for any further information related to the filing of taxes on a fellowship grant.
- Q** My project report has been finalized, and I've given a copy to my project officer and the NNEMS staff. May I copyright the report or have it published in a periodical?
- A** Yes. Because NNEMS students are grantees, you have copyright authority without having to seek the approval of the federal government as discussed in 40 CFR, Subchapter B - Grants and Other Federal Assistance, Part 30, Subpart C - Post Award Requirements, 30.36. Please consult the CFR for limitations and exceptions to this authority.
- Q** What if a project description is described minimally? How can I develop my Proposed Research Plan in response?
- A** If you would like additional information on or clarification of a specific project, please complete and submit the "Project-specific Questions" form that is available online at www.epa.gov/enviroed/NNEMS/2006projects.html. A response to your question will be provided by e-mail as soon as possible.

Catalog of 2006 Research Projects

Described on the following pages are the NNEMS fellowships being offered in 2006. As discussed in detail in the *Overview of the NNEMS Program* section, the fellowships are organized under five categories:

- **Environmental Policy, Regulation, and Law**

Fellowships offered in this category provide students an opportunity to review and evaluate existing policies and regulations, as well as conduct research related to the development of new policies. The projects may include a component that focuses on environmental compliance.

- **Environmental Management and Administration**

The topics of fellowships in this category focus on environmental management goals.

- **Environmental Science**

Fellowships in this category typically include direct participation in field studies and laboratory research. Environmental policy and regulation review requiring technical expertise is included in the Environmental Policy, Regulation, and Law category described above.

- **Public Relations and Communications**

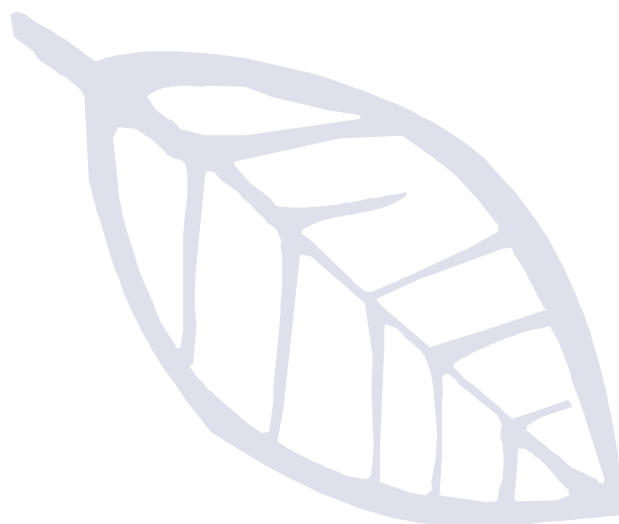
These types of fellowships include the review and analysis of public response to EPA policies and regulations, as well as general public opinion of environmental issues. The projects may include the development of communication tools; for example, pamphlets and informational materials.

- **Computer Programming and Development**

Fellowships in this category may include the development of computer software, the development and querying of databases, and the design of programming functions required in laboratory work.

The fellowships are organized by category and listed in numerical order by project number. Each entry presents a description of the fellowship and identifies the EPA office that is sponsoring the fellowship, the location at which the fellowship will be conducted, the timeframe for the project, the desired educational level of the student, and the name of the EPA project officer.

Provided on the following pages is a matrix that identifies for each project offered in 2006 the project number, category, desired educational level of the student, location, and duration of the project.



2006 Research Projects Matrix

Project Number	Desired Level of Education						Project Location	Preferred Project Period						
	Freshman	Sophomore	Junior	Senior	Graduate Student	Ph.D. Student		6/06	7/06	8/06	9/06	2007	2008	2009...▶
Environmental Policy, Regulation, and Law														
2006-101			•	•	•	•	EPA Region 4 – Research Triangle Park, NC							
2006-102					•		EPA Region 3 – Philadelphia , PA							
2006-103					•	•	EPA Region 4 – Research Triangle Park, NC							
2006-104	•	•	•	•			EPA Region 3 – Philadelphia, PA							
2006-105					•	•	EPA Region 10 – Seattle, WA							
2006-106					•		EPA Headquarters – Washington, DC							
Environmental Management and Administration														
2006-201			•	•	•		EPA Region 10 – Seattle, WA							
2006-202			•	•	•		EPA Headquarters – Arlington, VA							
2006-203			•	•	•		EPA Headquarters – Arlington, VA							
2006-204			•	•	•		EPA Headquarters – Arlington, VA							
2006-205			•	•	•	•	EPA Region 4 – Athens, GA						7/01/07	
Environmental Science														
2006-301			•	•	•		EPA Region 1 – Narragansett, RI						5/31/07	
2006-302					•	•	EPA Region 4 – Athens, GA						5/30/08	
2006-303					•		EPA Region 2 – New York, NY				12/01/06			
2006-304					•		EPA Headquarters – Washington, DC							
2006-305					•		EPA Region 4 – Athens, GA						6/30/07	
2006-306			•	•			EPA Region 1 – Narragansett, RI							
2006-307			•	•	•		EPA Region 1 – Narragansett, RI							
Public Relations and Communications														
2006-401			•	•	•		EPA Headquarters – Washington, DC							
2006-402			•	•	•		EPA Region 2 – New York City, NY							
2006-403					•	•	EPA Headquarters – Washington, DC				11/30/06			
2006-404					•		Student’s Academic Institution							6/01/09

2006 Research Projects

Environmental Policy, Regulation, and Law

PROJECT NUMBER: 2006-101

Project Title

Applied Environmental Economics Analysis

Sponsoring Office

Air Quality Strategies & Standards Division/Innovative Strategies and Economics Group

Office Mission/Responsibility

The Innovative Strategies & Economics Group provides regulatory analytical support for national stationary source emission regulations and the National Ambient Air Quality Standards programs. The scope of regulatory analytical support includes control strategy design and costing, economic impact, and benefit analysis as well as innovative strategies, such as trading and fee programs.

Project Overview

The student(s) will apply his or her knowledge of economic theory and principles within the structure of Congressional Mandates, Executive Orders, and Judicial Rulings. Within this structure, the student(s) will verify and validate analytical procedures and findings, perform sensitivity analyses, and develop graphical and Geographic Information Systems-based presentations of data and results. The potential scope of the project includes benefits analysis, control strategy design and costing, economic impact assessment, and cost-benefit analysis. Completion of the project includes a presentation of the results to senior professionals and managers as well as the delivery of associated reports.

One or more students may be selected for this project.

Project Goals

The student(s) will better understand the effect of the legislative, executive, and judicial branches' considerations on the structure and conduct of applied environmental economics. In addition, the student(s) will gain insight regarding the evaluation and application of analytical methods and data as well as multi-disciplinary approaches to regulatory analyses.

Final Product of the Project

The student(s) will develop a report and presentation providing the results of his or her work during the course of the fellowship.



PROJECT NUMBER: 2006-102

Project Title

Survey of Best Environmental Practices at Vinyl Chloride Manufacturing Companies

Sponsoring Office

Office of Enforcement, Compliance, and Environmental Justice

Office Mission/Responsibility

Coordinating the use of enforcement and compliance assistance among EPA regional programs and the states, enforcing against violators of more than one law, and promoting equal public health and environmental protection for all in the mid-Atlantic area.

Desired Level of Education

Junior to Ph.D. Student

Project Location

EPA Region 4 – Research Triangle Park, NC

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Ronald Evans

Desired Level of Education

Graduate Student

Project Location

EPA Region 3 – Philadelphia, PA

Preferred Project Period

6/5/2006 to 8/19/2006

Project Officer

Bob Mitkus

Project Overview

EPA Region 3 has developed a targeting mechanism that traces the path of a chemical throughout a manufacturing process and its multi-media impacts on human health and the environment. The region has identified six chemicals of concern, one of which is vinyl chloride. The student's research will involve surveying the poly vinyl chloride industry to determine behavioral changes as a result of EPA's compliance assurance activities. In addition to assessing behavioral changes, the survey will also look at the industry's knowledge of environmental regulations and best practices with regard to pollution reduction. The student will be responsible for developing the survey and a report on the survey results, and identifying recommendations for EPA regarding types of compliance assistance materials and information that would benefit this industry.

Project Goals

The student will assist in the development of survey documents which will be used to assess compliance needs of the poly vinyl chloride industry. The student will gain knowledge in conducting surveys, outreach efforts, and environmental regulations, policies and practices.

Final Product of the Project

The student will develop a survey and report on the state of the poly vinyl chloride industry.

**PROJECT NUMBER: 2006-103****Project Title**

International Air Quality Management

Sponsoring Office

Office of Air Quality Planning and Standards - Global/International Team

Office Mission/Responsibility

Recognizing the global and transboundary nature of air pollution and its impacts, the Global/International Team works to improve air quality in the United States and around the globe by leading efforts to build capacity in developing countries to manage and improve air quality; working in partnership with agencies, governments, and organizations on international treaties and actions to address transboundary air pollution; promoting an understanding of long-range transboundary air pollution and advancing air pollution science in the global context; and promoting public participation in and access to air pollution data and related public health information.

Desired Level of Education

Graduate Student to Ph.D. Student

Project Location

EPA Region 4 – Research Triangle Park, NC

Preferred Project Period

6/6/2006 to 8/25/2006

Project Officer

Sara Terry

Project Overview

The student will apply his or her knowledge of environmental policy and science to current international projects and programs. The student will research environmental aspects of trade agreements; specifically, air quality issues. The student may also research air quality management capacity building (e.g., training, technical assistance, or outreach documents) with national environmental agencies in China, South Africa, India, Mexico, and Southeast Asia; international treaties and actions to address transboundary air pollution; and public access to air pollution data and related public health information.

Project Goals

The student will gain a better understanding of the strategic interplay between domestic U.S. environmental policy and international priorities for abating air pollution and will be offered the opportunity to pursue research in a relevant topical area. The student will gain an understanding of the EPA's programs and organizations involved in international air quality management.

Final Product of the Project

The student will prepare a summary report on his or her research.

PROJECT NUMBER: 2006-104**Project Title**

Watershed Restoration Approaches

Sponsoring Office

Office of Watersheds, Water Protection Division

Office Mission/Responsibility

To develop strategies for the implementation of watershed restoration projects.

Project Overview

This project will require the student to research priority watersheds and track the progress of ongoing restoration activities in priority watersheds. This project will provide the student with the opportunity to work with EPA, state, and local professionals. Applicants for this project should have knowledge and interest in holistic watershed approaches to alleviate local and regional water and ecosystem problems.

Project Goals

The student will enhance his or her knowledge of restoration activities at priority watersheds.

Final Product of the Project

The student will prepare a report that addresses impairments in targeted watersheds.

Desired Level of Education

Freshman to Senior

Project Location

EPA Region 3 – Philadelphia, PA

Preferred Project Period

6/1/2006 to 8/15/2006

Project Officer

Ralph Spagnolo

**PROJECT NUMBER: 2006-105****Project Title**

Research Project on Sources of Hazardous Air Pollutants

Sponsoring Office

Office of Air, Waste and Toxics, EPA Region 10

Office Mission/Responsibility

The Office of Air, Waste and Toxics' mission is to be a steward of the environment to protect air quality, control toxics, and manage waste.

Project Overview

Students can experience cutting edge policy development by working in an emerging area of the Clean Air Act to research, analyze and address smaller sources of hazardous air pollutants. Unlike other well-established areas of work under the Clean Air Act, these sources, known as area sources, are just now being addressed. While they are individually small emitters, taken collectively area sources may pose elevated risk levels to human health and the environment. Examples of area sources include auto body refinishing, chemical manufacturing, and gasoline distribution. This project will involve gathering data, both through databases and a network of contacts, and analyzing it for a number of factors, including hazardous emissions, vulnerable populations, and potential risk.

Project Goals

The goal of this fellowship is to gather data on Region 10 area sources, analyze it for its significance, and prepare a report. The project offers an energetic and well-organized graduate student the chance to work in and even influence

Desired Level of Education

Graduate Student to Ph.D. Student

Project Location

EPA Region 10 – Seattle, WA

Preferred Project Period

6/1/2006 to 8/31/2006

Project Officer

Lisa McArthur

Sally Hanft

this emerging field. The fellow will design his or her own research to answer the following questions: Where are the area sources in Region 10? Which ones may pose the most significant human health risk? Which ones are most suited to a pollution prevention approach? In addition to gaining experience with a number of EPA databases and research tools, the fellow will be encouraged to interact with our state, local, and tribal partners, and will be given every opportunity to learn about federal environmental service.

Final Product of the Project

In his or her final report, the fellow will be asked to make an oral presentation to EPA management (as well as submit a written report), stating his or her findings to include possible policy alternatives.



PROJECT NUMBER: 2006-106

Project Title

Environmentally Preferable Purchasing

Sponsoring Office

Office of Pollution Prevention and Toxics

Office Mission/Responsibility

To integrate a multimedia pollution prevention ethic both within and outside EPA through support of pollution prevention efforts at the federal, state, and local levels, and to promote prevention of pollution over EPA's traditional pollution control and cleanup actions, essentially to eliminate or reduce the creation of pollution in the first place.

Desired Level of Education

Graduate Student

Project Location

EPA Headquarters – Washington, DC

Preferred Project Period

6/1/2006 to 8/31/2006

Project Officer

James Darr

Project Overview

As directed by Executive Order 13101, "Greening the Government Through Waste Prevention, Recycling, and Federal Acquisition," the federal government is committed to environmentally preferable purchasing; that is, purchasing products and services that have the least impact on the environment. EPA's Final Guidance on Environmentally Preferable Purchasing (EPP) outlines the federal government's approach for incorporating environmental considerations into its purchasing decisions.

The fellow will work with specific EPP projects, chosen jointly by the fellow and the project officer, to increase awareness and understanding among consumers and the general public regarding the environmental impact of various products and services. The fellow will benefit in this project by understanding the current efforts being undertaken nationally among all levels of the government to promote the purchasing of green products and the difficulty purchasers have in determining the environmental impact of products. It is beneficial, but not required, that the student be familiar with these issues.

Project Goals

The fellow will identify and learn about existing programs and opportunities to expand environmentally preferable purchasing at the federal, state, and local levels.

Final Product of the Project

The fellow will write a paper describing the strengths and weaknesses of the various approaches to environmentally preferable purchasing and make recommendations for increasing the effectiveness of these programs.

PROJECT NUMBER: 2006-201

Project Title

Risk Management Program (RMP) Compliance Assistance

Sponsoring Office

Risk Management Program (RMP) Compliance Assistance
Environmental Cleanup Office/Emergency Response Unit

Office Mission/Responsibility

The main mission of the Emergency Response Unit is to prevent, prepare, and respond to emergency incidents that could potentially impact human health and the environment. The Risk Management Program (RMP) is a prevention program designed to protect workers and the public from off-site releases of hazardous substances. The Region 10 RMP regulates approximately 500 facilities that store or use one or more of 144 toxic and flammable substances at or above threshold quantities. The program requires the development of a Risk Management Plan as well as a program. The objective of this program is to ensure that a regulated facility has the proper tools and communication methods to prevent and respond to a chemical accident before a catastrophic release occurs.

Project Overview

The student will have an opportunity to participate in Clean Air Act RMP enforcement and compliance assistance meetings, inspections, investigations and case development. The fellow will research current outreach and compliance assistance information and determine what additional information would assist in the prevention of hazardous releases. The project may also involve researching information regarding reducing the impacts of unexpected releases to human health and the environment. The fellow will meet with other federal, state and local government agencies and have an opportunity to assist in site visits. The fellow will develop knowledge of the Emergency Planning and Community Right to Know Act (EPCRA) as well as EPA's Emergency Response Program.

Project Goals

The student will gain knowledge of EPA's RMP, EPCRA and Emergency Response Programs as they relate to the compliance and enforcement process. The fellow will enhance his or her writing and presentation skills and participate in management briefings and meetings.

Final Product of the Project

A report will be developed containing visuals and a summary of potential outreach tools.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Region 10 – Seattle, WA

Preferred Project Period

6/15/2006 to 8/15/2006

Project Officer

Kelly Huynh
Sally Hanft



PROJECT NUMBER: 2006-202

Project Title

New Approaches to Remediate Discharges from Abandoned Mine Sites

Sponsoring Office

Office of Superfund Remediation and Technology Innovation/Technology Innovation Program

Office Mission/Responsibility

EPA's Technology Innovation Program (TIP) advocates the development and application of new treatment and characterization technologies by government and industry to contaminated waste sites.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Headquarters – Arlington, VA

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Linda Fiedler

Project Overview

Each year TIP hosts several interns and fellows who conduct research and write reports about topics related to the application of innovative technologies and approaches to clean up hazardous wastes. Reports from previous years are posted at <http://clu-in.org/studentpapers>. The primary audience for these efforts includes environmental remediation consultants, managers of hazardous waste sites, regulators, and the general public. Each fellow will conduct independent study with an assigned mentor who will assist in identifying resources and contacts and help in reviewing the report. The associated research and resulting report might be useful in fulfilling thesis requirements.

For this research project, the fellow will compile and analyze information on innovative field applications of treatment of drainage from mining sites. New treatment techniques include bioremediation with sulfate-reducing bacteria, alkalinity treatment of acid waste ponds, and constructed wetlands. The fellow will review published literature and databases and interview experts in the field to collect data on the way the new approaches work and on applicable site cleanups and field demonstrations.

When completing the application, students should explain in 1 or 2 sentences why the project is of interest, how their academic courses could apply, and how the project meets their personal academic goals.

Project Goals

The fellow will gain in-depth knowledge of the research topic, how to scope and produce a paper on a schedule, and how to find published and nonpublished information. The fellow will also become familiar with federal service in general, and EPA's waste programs in particular.

Final Product of the Project

The fellow will produce a research paper related to the field applications of new technologies to treat mining waste, and a PowerPoint presentation on research findings. If time allows, the fellow also may work on a smaller project on a similar remediation topic.



PROJECT NUMBER: 2006-203

Project Title

Status Report on Field-Scale Phytotechnologies

Sponsoring Office

Office of Superfund Remediation and Technology Innovation/Technology Innovation Program

Office Mission/Responsibility

EPA's Technology Innovation Program (TIP) advocates the development and application of new treatment and characterization technologies by government and industry to contaminated waste sites.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Headquarters – Arlington, VA

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Linda Fiedler

Project Overview

Each year TIP hosts several interns and fellows who conduct research and write reports about topics related to the application of innovative technologies and approaches to clean up hazardous wastes. Reports from previous years are posted at <http://clu-in.org/studentpapers>. The primary audience for these efforts includes environmental remediation consultants, managers of hazardous waste sites, regulators, and the general public. Each fellow will conduct independent study with an assigned mentor who will assist in identifying resources and contacts and help in reviewing the report. The associated research and resulting report might be useful in fulfilling thesis requirements.

The purpose of this project is to increase knowledge about the capabilities of phytoremediation (nationally and internationally) to destroy and/or remove hazardous waste contaminants (such as pesticides or petroleum hydrocarbons)

from soils and groundwater. The fellow will participate in activities including: collecting existing information on the use of phytoremediation, focusing mainly on plant species, contaminants, and evapotranspiration and/or removal rates; searching journals and Web sites, as well as contacting individuals working on phytoremediation; comparing the information from several out-of-date phytoremediation databases as a point of comparison for enhancing the existing database and analyzing the collected information to suggest relationships between the database components.

When completing the application, students should explain in 1 or 2 sentences why the project is of interest, how their academic courses could apply, and how the project meets their personal academic goals.

Project Goals

The fellow will gain in-depth knowledge of the research topic, how to scope and produce a paper on a schedule, and how to find published and nonpublished information. The fellow will also become familiar with federal service in general, and EPA's waste programs in particular.

Final Product of the Project

The fellow will produce a research paper related to phytoremediation, and a PowerPoint presentation on research findings. If time allows, the fellow also may work on a smaller project on a similar remediation topic.



PROJECT NUMBER: 2006-204

Project Title

Status Report on New Technologies to Treat Perchlorate-Contaminated Groundwater

Sponsoring Office

Office of Superfund Remediation and Technology Innovation/Technology Innovation Program

Office Mission/Responsibility

EPA's Technology Innovation Program (TIP) advocates the development and application of new treatment and characterization technologies by government and industry to contaminated waste sites.

Project Overview

Each year TIP hosts several interns and fellows who conduct research and write reports about topics related to the application of innovative technologies and approaches to clean up hazardous wastes. Reports from previous years are posted at <http://clu-in.org/studentpapers>. The primary audience for these efforts includes environmental remediation consultants, managers of hazardous waste sites, regulators, and the general public. Each fellow will conduct independent study with an assigned mentor who will assist in identifying resources and contacts and help in reviewing the report. The associated research and resulting report might be useful in fulfilling thesis requirements.

For this research project, the fellow will compile and analyze information on innovative field applications of in situ (in place) treatment technologies to address groundwater contaminated with Ammonium perchlorate, which has been commonly used in explosives and rocket propellants. The fellow will review published literature and databases and interview experts in the field to collect data on the way the new approaches work, and collect data on applicable site cleanups and field demonstrations. Many relevant documents are found at <http://clu-in.org/perchlorate>.

When completing the application, students should explain in 1 or 2 sentences why the project is of interest, how their academic courses could apply, and how the project meets their personal academic goals.

Project Goals

The fellow will gain in-depth knowledge of the research topic, how to scope and produce a paper on a schedule, and

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Headquarters – Arlington, VA

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Linda Fiedler

how to find published and nonpublished information. The fellow will also become familiar with federal service in general, and EPA's waste programs in particular.

Final Product of the Project

The fellow will produce a research paper related to new technologies to treat perchlorate, and a PowerPoint presentation on research findings. If time allows, the fellow also may work on a smaller project on a similar remediation topic.



PROJECT NUMBER: 2006-205

Project Title

Community-Based Modeling and Watershed Management Tool Development for Informed Decision-Making

Sponsoring Office

Office of Research and Development/Ecosystems Research Division/Ecosystems Assessment Branch

Office Mission/Responsibility

The mission of the Office of Research and Development (ORD) is to perform research and development to identify, understand, and solve current and future environmental problems; to provide responsive technical support to EPA's mission; to integrate the work of ORD's scientific partners; and to provide leadership in addressing emerging environmental issues and in advancing the science and technology of risk assessment and risk management.

Desired Level of Education

Junior to Ph.D. Student

Project Location

EPA Region 4 – Athens, GA

Preferred Project Period

6/30/2006 to 7/1/2007

Project Officer

John Johnston

Project Overview

Ecological modeling can take a variety of forms, from empirical relationships to statistical and mathematical expressions. Given that the state of knowledge in various areas of ecology is unequal in understanding and depth of theory, a need exists to use a mix of approaches to solve environmental problems. In order to deal with environmental issues in an efficient and realistic way, spatial relationships must be explored and understood as well. Readily available spatial datasets from remote sensing provide a means of evaluating large regions efficiently. Satellite data and the use of Geographic Information Systems (GIS), however, are incomplete for simulating dynamics and ecosystem processes at detailed resolutions (e.g., field plots, stream reaches). The student will apply landscape ecology principles to test the spatial patterns of data and ascertain his or her relationship (such as nested hierarchies) to ecosystem function. A mix of statistical and process understanding should be incorporated as feasible.

A number of opportunities for ecological investigation exist, from upland source waters to fisheries inhabiting coastal wetlands and estuaries. One potential project could involve relating the types and patterns of land use change in watersheds to wetland habitat changes. In this case, the movement of water, sediment, and nutrients would be addressed as they relate to exposures for aquatic ecosystems. The student will have a choice of the types of spatial modeling (including statistical analyses) and the application to their system, or taxonomic group, of interest. Possible research topics include: investigation of patch sizes of various species; habitat preferences that relate to the size, location, and amount of edge in a given locale; and the way that an organism perceives its environment (relating to spatial scale and environmental texture).

Project Goals

The student will gain experience in landscape ecology, including the use of GIS for data analysis and hypothesis testing, and related methods for incorporating process understanding into the relationships of pattern to process (ecological function).

Final Product of the Project

The student will develop case studies and prepare a final report on the use and application of landscape ecology principles to test spatial patterns and relationships that exist in aquatic ecosystems.

PROJECT NUMBER: 2006-301

Project Title

Diagnosing Causes of Ecological Impairment in Estuarine Systems

Sponsoring Office

National Health and Environmental Effects Research Laboratory/Atlantic Ecology Division

Office Mission/Responsibility

The mission of the Atlantic Ecology Division (AED) at Narragansett is to perform research to better understand and quantify the ecological effects of anthropogenic stressors on the coastal waters and watersheds of the Atlantic seaboard.

Project Overview

The AED is responsible for developing diagnostic tools to assess the causes of ecological impairment to estuarine and marine water bodies. This project involves conducting research that relates the effects of toxic chemicals (including bioaccumulation), excess nutrients, pathogens, and excess clean sediments to these impairments. The focus of this research will be on estuarine ecosystems (e.g., Narragansett Bay).

The student will perform an independent and unique project involving the effects of anthropogenic stressors on estuarine and marine systems. Along with his or her independent project, the student will be involved in field sampling; preparing samples for analysis; and analyzing samples for toxicity, bioaccumulation, nutrients, dissolved oxygen, sediment grain size, and organic carbon. The student's research project will include developing an experimental design, conducting the research, and completing a brief report.

Project Goals

The student's involvement in the project will allow him or her to experience all aspects of the scientific process, from the conception of his or her specific scientific question to the summarization of what his or her findings and research means. Further, the student will gain useful and valuable experience in estuarine and marine field sampling, sample preparation, and analysis. This experience will be very useful in the student's decision-making about career and educational options.

Final Product of the Project

The student will develop a brief report summarizing the results of his or her project.



PROJECT NUMBER: 2006-302

Project Title

Innovative Approaches to Ecological Modeling for Environmental Problem Solving

Sponsoring Office

Office of Research and Development/Ecosystems Research Division/
Ecosystems Assessment Branch

Office Mission/Responsibility

The mission of the Office of Research and Development (ORD) is to perform research and development to identify, understand, and solve current and future environmental problems; to provide responsive technical support to EPA's mission; to integrate the work of ORD's scientific partners; and to provide leadership in addressing emerging environmental issues and in advancing the science and technology of risk assessment and risk management.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Region 1 – Narragansett, RI

Preferred Project Period

6/1/2006 to 5/31/2007

Project Officer

Rob Burgess

Kay Ho

Desired Level of Education

Graduate Student to Ph.D. Student

Project Location

EPA Region 4 – Athens, GA

Preferred Project Period

6/30/2006 to 5/30/2008

Project Officer

John Johnston

Project Overview

Environmental decision-making using the best available data and knowledge is essential. One challenge of environmental decision-making is formalizing expert knowledge about system dynamics into useful tools for managers and community and watershed groups. New techniques exist for both conceptual and simulation modeling that can be applied to natural systems for ecosystem management. Decision support tools and intelligent user interfaces are now an essential component of model development. An important outcome is the creation of models that are modular and reusable and will ultimately be accessible over the Internet.

The student(s) will choose an area of emphasis and research these new methods of management and problem solving. An example project area is coastal habitat restoration and best management practice (BMP) determination to decrease sediment loadings and create critical habitat for productive fisheries (e.g., economically important fish and shellfish in estuaries). An initial focus concerns the evaluation of various management scenarios and the projected response of aquatic ecosystems to stresses such as sediments, habitat loss, toxic chemicals, and nutrient inputs. Within the aquatic system there is an opportunity for aquatic plant, invertebrate, and vertebrate community research as well as the chance to study the relationships of changes in land use, human development, agriculture, and nonpoint source pollution.

Project Goals

The student(s) will gain experience in the new methods of environmental management and problem solving and will have a choice in his or her area of emphasis.

Final Product of the Project

The student(s) will develop case studies and prepare a final report on the use and application of new methods of management and problem solving using conceptual and simulation modeling in a watershed or estuary.



PROJECT NUMBER: 2006-303

Project Title

Development of a Watershed-based Wetland Protection and Restoration Strategy

Sponsoring Office

Division of Environmental Planning & Protection, Water Programs Branch

Office Mission/Responsibility

Develop and implement selected water programs under the Clean Water Act, Safe Drinking Water Act, and related statutes.

Desired Level of Education

Graduate Student

Project Location

EPA Region 2 – New York, NY

Preferred Project Period

6/1/2006 to 12/1/2006

Project Officer

Mary Thiesing

Project Overview

The Water Programs Branch is seeking a fellow to identify and prioritize potential wetland restoration/compensatory mitigation strategically, at the watershed level, in order to improve the success of mitigation and restoration projects and to maximize their benefits to the watershed. The selected fellow will work to develop a pilot project in a selected area of New York State that is under increased development pressure. The fellow will work cooperatively with federal, state, and local agencies, as well as non-government organizations, to develop a Geographic Information Systems (GIS)-based map of existing regulated wetlands in the area, and enhance this map to provide increased resolution of wetland resources using a variety of potential map layers. The enhanced map will be used to identify both existing wetlands and areas where soils and geology might support wetlands. Field investigation of these areas will be used to determine the efficacy of the enhanced map, and to identify characteristics of the wetlands which would increase their likelihood of success if restoration or enhancement was desired for compensatory mitigation, downstream water quality support, watershed improvement, etc. These data will be used to identify and prioritize sites within the pilot area based on the potential of the sites for successful restoration or enhancement.

Project Goals

The goal of the project is to develop a prototype “strategic wetland plan”, which will be watershed based and which will focus on prioritizing wetlands within the watershed for restoration and/or compensatory mitigation. The student will have the opportunity to work in a regulatory setting, and to participate in the development of a science-based product which could be applied in both a regulatory and non-regulatory context, to best manage and restore wetlands in an area under pressures of urbanization.

Final Product of the Project

Final products of this project will be negotiated with the fellow, but would probably include (1) a detailed map of the pilot area, with the enhanced wetland layer; (2) a map of wetlands or areas which would be good candidates for restoration or enhancement within the watershed; (3) a list prioritizing these areas; and (4) full metadata on the map products and a written report on protocols for ground-truthing and prioritizing wetland sites for restoration and/or enhancement.

**PROJECT NUMBER: 2006-304****Project Title**

Analysis of Impacts of Hazardous Air Pollutants on Tribal Land

Sponsoring Office

Office of Water/American Indian Environmental Office

Office Mission/Responsibility

The American Indian Environmental Office (AIEO) coordinates the Agency-wide effort to strengthen public health and environmental protection in Indian Country, with a special emphasis on building tribes' capacity to administer their own environmental programs. AIEO oversees the development and implementation of the Agency's Indian Policy and strives to ensure that all EPA Headquarters and Regional Offices implement their parts of the Agency's Indian Program in a manner consistent with Administration policy and to work with tribes on a government-to-government basis and EPA's trust responsibility to protect tribal health and environments. AIEO's responsibilities also include: providing multi-media program development grants to tribes; negotiating tribal/EPA Environmental Agreements that identify tribal priorities for building environmental programs and also for direct, EPA program implementation assistance; developing tools to assist tribal environmental managers in their decisions on environmental priorities; developing training curricula for EPA staff on how to work effectively with tribes; and working to improve communication between the Agency and its tribal stakeholders in a number of ways, including assistance to Agency Offices as they consult more closely with tribes on actions that affect tribes and their environments, and support for regular meetings of the Agency's tribal Operations Committee.

Desired Level of Education

Graduate Student

Project Location

EPA Headquarters – Washington, DC

Preferred Project Period

6/1/2006 to 8/31/2006

Project Officer

Edwin Liu

Project Overview

Emissions of hazardous chemicals present a potential risk to human health throughout the United States. EPA has the statutory authority to manage and regulate hazardous emissions. However, the Agency often delegates this authority to states. Likewise, the 72 million acres of Indian Country require protection by EPA and tribes. The student will extract information about hazardous air pollutants from the EPA National Emissions Inventory and will use Geographic Information Systems (GIS) techniques to identify emission sources in and around tribal lands, and calculate the amounts of pollutants emitted by those sources. Finally, the student will use statistical analysis techniques to determine whether the impact of air polluters and air emissions is greater or lesser in Indian Country than in the United States as a whole.

Project Goals

The student will gain knowledge and experience in determining the sources of air emissions in Indian Country and the amount of pollutants they produce.

Final Product of the Project

The student will prepare a final report on the sources of air emissions in Indian Country.

PROJECT NUMBER: 2006-305**Project Title**

Factors Affecting Ultraviolet Exposure in Coastal Waters of the Southeast United States

Sponsoring Office

Office of Research and Development/Ecosystems Research Division/Immediate Office of the Director

Office Mission/Responsibility

The mission of the Office of Research and Development (ORD) is to perform research and development to identify, understand, and solve current and future environmental problems; to provide responsive technical support to EPA's mission; to integrate the work of ORD's scientific partners; and to provide leadership in addressing emerging environmental issues and in advancing the science and technology of risk assessment and risk management.

Project Overview

Solar Ultraviolet (UV) radiation is believed to have important effects on organisms, such as bacteria and coral reefs in lakes and coastal shelf regions, but little is known about factors that affect UV exposure in such regions. This project is designed to provide an improved understanding of factors that influence the penetration of solar UV-B radiation into coastal marine and freshwaters, including stratification of the water during an El Niño event and microbial and abiotic transformations that affect the UV-absorbing dissolved and particulate components of marine environments. Results of the studies will be used in conjunction with related biological studies to help evaluate the role played by UV radiation in coastal marine and freshwater systems.

Project Goals

The student's goals of the project are to (1) participate in field trips to sites located in the Florida Keys, Southeast coast, or the Great Lakes to measure solar spectral irradiance in the UV region and to collect water samples as a function of depth; (2) help identify and quantify the biological sources of the dissolved and particulate constituents of the waters that are responsible for UV light attenuation; (3) use known techniques to extract, concentrate, identify, and quantify the UV-attenuating substances in the water, including HPLC or capillary electrophoresis (CE) methods and adaptation of existing derivatization techniques to enhance sensitivity for detection by UV or fluorescence detectors; (4) conduct studies to determine the effects of microbial and photochemical degradation on the UV absorption spectra of dissolved organic matter (DOM); and (5) determine rates of UV-induced DOM transformations as a function of water composition (pH, DOM concentration, iron content, salinity), wavelength, and temperature.

Final Product of the Project

The student will develop case studies and prepare a final report on the changes in UV exposure caused by changes in climate and land-based human activities.

Desired Level of Education

Graduate Student

Project Location

EPA Region 4 – Athens, GA

Preferred Project Period

7/1/2006 to 6/30/2007

Project Officer

Richard Zepp



PROJECT NUMBER: 2006-306**Project Title**

Determining the Real Wealth in a Rhode Island Seafood Platter

Sponsoring Office

Office of Research and Development, National Health and Environmental Effect Research Laboratory, Atlantic Ecology Division

Office Mission/Responsibility

Research at the Atlantic Ecology Division (AED), located on Narragansett Bay in Rhode Island, focuses on the ecological effects of human activities on the coastal waters and watersheds of the Atlantic seaboard, with particular emphasis on the effects of these activities on populations of fish, shellfish, and aquatic-dependent wildlife.

Project Overview

The contribution that aquatic resources make to human well-being must be known to determine what is lost when human activities cause negative effects on marine ecosystems. This project will perform an emergy evaluation of the constituents of a Rhode Island seafood platter to determine the real wealth contained in marine and agricultural products of the Ocean State. Training will be provided in emergy synthesis at AED. The outcome of this analysis will be to determine the emergy advantage to the buyer when purchasing a Rhode Island seafood platter. Emergy advantage to the buyer is the ratio of the emergy or real wealth contained in the seafood consumed to the emergy that can be purchased when the money paid for the seafood is spent on products in the larger economy, i.e., the state or national economy. Several items commonly found on a Rhode Island seafood platter (e.g., quahogs, winter flounder, lobsters) will be evaluated along with the Rhode Island raised baked potato and fresh salad that are served to accompany the seafood. Economic data on all other inputs used in the production of the fish platter will be assembled, including information on the emergy inputs to the farm, the fishery, product distribution, and the restaurant business. An existing emergy evaluation of the state of Rhode Island will be completed to provide the background information for this evaluation. No prior training in the emergy methodology is necessary. Opportunities will be provided for the fellow to become acquainted with Rhode Island marine ecosystems by helping with field and greenhouse work during the summer.

Project Goals

The main goal of this project is to evaluate the real wealth (emergy) in marine and agricultural products in comparison to the real wealth of an average economic product. A secondary goal is to train the fellow in emergy synthesis, a new environmental assessment methodology, and to provide practical experience in scientific evaluation and in experimental field and greenhouse work.

Final Product of the Project

A final report on the results of this work will be due at the end of the project.

Desired Level of Education

Junior to Senior

Project Location

EPA Region 1 – Narragansett, RI

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Daniel Campbell

Lesia Meng

Cathleen Wigand



PROJECT NUMBER: 2006-307**Project Title**

Identifying Vulnerable Isolated Wetlands in Urban Landscapes

Sponsoring Office

National Health and Environmental Effects Research Laboratory/Atlantic

Office Mission/Responsibility

The mission of the Atlantic Ecology Division (AED) at Narragansett is to perform research to better understand and quantify the ecological effects of anthropogenic stressors on the coastal waters and watersheds of the Atlantic seaboard.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Region 1 – Narragansett, RI

Preferred Project Period

6/1/2006 to 8/31/2006

Project Officer

Richard McKinney

Project Overview

Since the late 1970's, most wetlands have been considered "waters of the U.S." and regulated under the Clean Water Act (CWA). However, a 2001 Supreme Court decision removed federal jurisdiction from small, geographically isolated wetlands that are not hydrologically connected via surface water to a navigable water body. Isolated wetlands provide important hydrological, biological, and ecosystem functions that are increasingly at risk from urbanization and human disturbance. Information on their location and functional significance to surrounding ecosystems is needed to inform the ongoing debate on the extent to which these wetlands should be protected and restored. Unfortunately, the vast majority of these wetlands have yet to be identified and mapped, and there is a critical need for methods to predict the presence of isolated wetlands on a large scale, particularly in urban watersheds.

For this project the student will use existing aerial photography, state wetlands data, and land-use and elevation data in a Geographic Information System (GIS) to develop a method to predict the occurrence of potentially isolated wetlands in an urban watershed. As part of the project, the student will also assess the landscape setting of the identified isolated wetlands, and investigate whether these wetlands are associated with specific types of land-use in the watershed. There will also be field surveys to verify the presence of identified isolated wetlands.

Project Goals

The goals of the project are to (1) develop a method using aerial photography and digital wetlands data to predict the occurrence of small isolated wetlands in urban watersheds and (2) to assess the effects of landscape setting on the occurrence of isolated wetlands. The student will gain experience in landscape ecology and develop expertise in the use of a GIS for mapping and assessing the landscape setting of wetlands. The student will also develop expertise in field assessment of isolated wetlands.

Final Product of the Project

The student will develop a final presentation and a technical report outlining the method developed and also evaluating the relationship between landscape setting and wetland occurrence. The report will provide the basis for a scientific publication.



PROJECT NUMBER: 2006-401

Project Title

Strengthening Community Involvement

Sponsoring Office

Office of Superfund Remediation and Technology Innovation, Community Involvement and Outreach Branch

Office Mission/Responsibility

The mission of the Superfund program is to reduce risks to people and the environment by cleaning up the nation's worst hazardous waste problems. The mission of the Superfund Community Involvement Program is to advocate and strengthen early and meaningful community participation during Superfund cleanups.

Project Overview

The Community Involvement Program seeks to build capacity in communities so that citizens may effectively participate in the Superfund process. The student selected for this project will work with the Community Involvement and Outreach Center to become familiar with the Superfund process and how public participation processes are implemented during cleanups.

Building capacity in communities may focus on providing technical assistance and/or providing communities with the opportunity to form advisory groups to discuss site activities and resolve issues. In addition, the Community Involvement and Outreach Center works to establish dialogues with the public on critical issues facing communities near Superfund sites.

Students applying for this fellowship must have good writing skills and be able to perform basic research, critical analysis, and synthesis of information from multiple sources. In addition, students should have knowledge of community involvement and conflict resolution.

Project Goals

To help the student learn critical issues facing a government agency as it seeks to involve the public in decision making. The student will learn to analyze emerging issues or topics, and to work with the staff on developing strategies for managing the issues/topics.

Final Product of the Project

The specific final product will depend on the emerging issues at the time of the application and selection.



PROJECT NUMBER: 2006-402

Project Title

Public Affairs Fellow

Sponsoring Office

Public Affairs Division

Office Mission/Responsibility

The Public Affairs Division serves as EPA's focal point for relations with the media; Congress, state, and local elected officials; public interest groups; and concerned community members and works to ensure that the public is informed about EPA policies and programs.

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Headquarters – Washington, DC

Preferred Project Period

6/1/2006 to 8/30/2006

Project Officer

Suzanne Wells

Desired Level of Education

Junior to Graduate Student

Project Location

EPA Region 2 – New York City, NY

Preferred Project Period

6/5/2006 to 9/1/2006

Project Officer

Chris Sebastian

Project Overview

The student will have the opportunity to participate in a broad range of public relations and communications activities, including researching and analyzing environmental information of interest to the public and other appropriate projects related to communicating information to the public. The student will conduct Web research by reviewing a representative sample of government and nongovernment Web sites for design, content, functionality and interactivity. Based on the research, the student will make change recommendations for the Region 2 Web site relative to improvements in design, content, and customer service; participate in the Region 2 Web "review" project in an effort to gain overall Web content and design knowledge; review pages on our extensive Web site; and determine whether they reflect current initiatives and determine/analyze whether they fulfill a real need; research and draft news releases and assist with staging public press events; and accompany and assist the Superfund Community Involvement Coordinators as they conduct site visits and public meetings.

Project Goals

The goal of the project is for the student to gain broad-based knowledge and experience in EPA's public affairs activities as well as have an opportunity to conduct web-related research and analysis of the content and design of the regional Web site.

Final Product of the Project

The student will present analysis and recommendations for new and substantially revised Web sites, draft press releases, and assist in other public outreach activities of interest.



PROJECT NUMBER: 2006-403

Project Title

Environmental Education Inventory at Federal Agencies

Sponsoring Office

Office of Environmental Education

Office Mission/Responsibility

The mission of the Office of Environmental Education (OEE) is to support education efforts that develop an environmentally conscious and responsible public. As authorized under the National Environmental Education Act, OEE administers various programs such as grants, educator training, college fellowships, and youth awards. OEE also facilitates partnerships that support and advance the field of environmental education.

Desired Level of Education

Graduate Student to Ph.D. Student

Project Location

EPA Headquarters – Washington, DC

Preferred Project Period

6/1/2006 to 11/30/2006

Project Officer

Drew Burnett

Project Overview

The federal government implements a variety of environmental education (EE) program activities across many agencies. Current comprehensive cataloging of such programs is non-existent, and little is known or understood about their nature and goals. The fellow's research will build upon preliminary research done in this area, "Legislative Authorities for Environmental Education: The Federal Government," that catalogs a sampling of EE programs in the Departments of Agriculture, Commerce, Energy, Interior, Transportation; NASA; NSF; and EPA. The fellow's research will expand this catalog in both breadth and depth to encompass EE programs government-wide and to take account of the nature of these various program activities, how staff members make sense of the work they are doing, and the ways they reach their goals.

The fellow's research will be carried out in two phases: (1) the data collection phase will entail a cataloging of EE program activities across the federal government through comprehensive web searches, personal interviews and questionnaires; and (2) the data analysis phase will entail drawing out common themes across the various program activities, common definitions, common goals, and common methodologies. Conclusions will then be drawn regarding what constitutes EE in the federal government.

Project Goals

The goal of this comprehensive inventory and analysis is to better understand the nature of the various EE program activities used by the federal government to educate the public about environmental issues. The student will gain comprehensive knowledge of the federal government's EE program efforts, and have the opportunity to develop and/or enhance networking and communication skills.

Final Product of the Project

A searchable database of the information relating to the various EE programs and a written report of the data analysis. This report will draw together common themes across the various program activities, in the service of a better understanding of the definition of EE in the federal government.

**PROJECT NUMBER: 2006-404****Project Title**

How Effective is Environmental Education?

Sponsoring Office

Office of Environmental Education

Office Mission/Responsibility

The mission of the Office of Environmental Education (OEE) is to support education efforts that develop an environmentally conscious and responsible public. As authorized under the National Environmental Education Act, OEE administers various programs such as grants, educator training, college fellowships, and youth awards. OEE also facilitates partnerships that support and advance the field of environmental education.

Desired Level of Education

Graduate Student

Project Location

Student's Academic Institution

Preferred Project Period

6/1/2006 to 6/1/2009

Project Officer

Kathleen MacKinnon
Ginger Potter

Project Overview

The purpose of this project is to conduct research on specific aspects of environmental education (EE). The student(s) will conduct research and prepare a paper documenting the results of the research on one of the following topics: (1) How effective is EE in meeting environmental protection goals? Can it be demonstrated that EE is a valid tool in meeting the nation's environmental protection goals (such as clean air, clean water, and safe foods)? What anecdotal evidence and research studies support this cause-and-effect relationship?; (2) To what extent does EE improve student academic performance when integrated within various core subjects (such as science, social studies, language arts, etc.)? What specific characteristics of an EE program and/or what instructional practices have the greatest impact on student performance? What are the implications of this research for linking EE with state and national education reform efforts?; or (3) How effective is EE training for educators in the United States (pre-service, in-service, or nonformal education)? What are the most effective models and why?

This project will be conducted at the selected student's academic institution. The student(s) must work under the supervision of a faculty member who is knowledgeable about education and/or EE.

One or more students may be selected for this project.

Project Goals

The student(s) will conduct research on the aspects of EE that further enhances the field. The student (s) will gain knowledge of the current research in EE and add to the growing body of research demonstrating the efficacy of EE in protecting human health and the environment and improving student achievement.

Final Product of the Project

The student's master's thesis or doctoral dissertation.

Appendix A – Application Materials

A complete set of application materials is included in this appendix. Electronic versions of the forms can be downloaded from EPA's Web site at www.epa.gov/enviroed/students.html. The forms are available in an interactive portable document format (pdf) and can be completed online, then printed and mailed to EPA as described in the *How to Apply* section on page 5. In addition, students have the option of submitting the NNEMS Application Form and SF 424 electronically by accessing www.grants.gov. If you choose this option, please read the detailed instructions as described in the *How to Apply* section on page 5.

NNEMS Application	A-3
Standard Form 424 – Application for Federal Assistance	A-7
NNEMS Reference Form	A-13
NNEMS Disclosure and Waiver Statement	A-15



Helpful Tips:

- Be sure to carefully read the section, *How to Apply*, on page 5 for detailed instructions on applying for a NNEMS fellowship
- Confirm that you meet all of the eligibility requirements described on pages 5 and 6
- Include a transcript for each school attended
- Indicate on the application whether the Reference Form(s) will be sent under separate cover
- Type or complete online the application. If handwritten, write as neatly as possible
- Review the application to check for typographical or grammatical errors
- Mail the application so that it is postmarked on or before February 13, 2006
- All hard-copy NNEMS applications and hard-copy portions of applications submitted electronically must be postmarked by February 13, 2006 (electronic submissions must be posted to www.grants.gov by 11:59 p.m. on February 13, 2006)



An interactive PDF version of this form is available online at
www.epa.gov/enviroed/NNEMS/2006apply.html or
www.grants.gov

Project Information

Project Number: 2006- _____

Project category:

- ☐ Environmental Policy, Regulation, and Law
- ☐ Environmental Management and Administration
- ☐ Environmental Science
- ☐ Public Relations and Communications
- ☐ Computer Programming and Development

If you are applying for more than one NNEMS project,
please indicate:

_____ Total number of NNEMS projects for which you are applying

_____ Order of preference for this project (1 = most preferred)

**You must complete a separate application for each
project for which you are applying.**

Applicant Information

Name _____

Please check the address to which you would like materials sent.

☐ Current Mailing Address

City _____ State _____ Zip _____

At Current Address Through _____ (month/year)

Current Phone: (_____) _____ - _____

Current E-mail: _____

☐ Permanent Mailing Address

City _____ State _____ Zip _____

Permanent Phone: (_____) _____ - _____

Permanent E-mail: _____

School/University _____

Current Student Level:

- | | |
|------------------------------------|-----------------------------------|
| Undergraduate | Advanced |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Graduate |
| <input type="checkbox"/> Freshman | <input type="checkbox"/> Ph.D. |
| <input type="checkbox"/> Sophomore | |
| <input type="checkbox"/> Junior | |
| <input type="checkbox"/> Senior | |

Current Major/Minor: _____

Expected Graduation Date: _____

Please list any additional universities attended:

		Transcript Enclosed
School/University	Dates Attended	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	
School/University	Dates Attended	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	
School/University	Dates Attended	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	

Eligibility

A NNEMS fellowship is available to any associate, undergraduate, or
advanced student who is:

- A citizen of the U.S., its territories or possessions, or lawfully admitted to the U.S. for permanent residency
- Enrolled for academic credit at an accredited educational institution*
- Pursuing an educational program directly related to pollution control or environmental protection for the duration of the fellowship

*Please note: The following types of students are not eligible
for a NNEMS fellowship:*

- Federal employees, including those who are on "leave without pay" status
- Undergraduate and graduate students who will graduate before the NNEMS fellowship is completed (Students who complete their undergraduate studies before the end of a fellowship may apply if currently accepted or enrolled to a graduate program.)
- High school students

Additional requirements for associate, undergraduate, and
advanced students include the following:

Associate and Undergraduate Students

- 3.0 cumulative grade point average (GPA) based on a scale of 4.0 at the time that the application is due (a GPA of 2.999, for example, is not sufficient)
- Completion of at least four courses related to the field of environmental studies

Advanced Students

- Currently enrolled in a graduate or Ph.D. program or can provide proof of acceptance and enrollment to a graduate or Ph.D. program at the time of fellowship award. Students who are awaiting notification of acceptance must submit verification of acceptance and enrollment at the time of fellowship award.
- Completion of one semester of graduate or Ph.D. work, or at least four undergraduate courses related to the field of environmental studies

* The 2- or 4-year college, university, or distance-learning institution must be accredited by a regional or national accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (www.chea.org).

Proposal

You may attach one additional page as necessary.

Proposed Research Plan: Describe how you would conduct your research on this project.

Relevant Information: Describe your academic, professional, or relevant experience that you believe qualifies you to conduct this research. For example, identify academic courses or research that enhances your qualifications.

Academic Goals: State how you expect this project to support your academic and professional goals.

Application Package Checklist**Please verify that you:**

	Yes	No
Are a citizen of the U.S., its territories or possessions, or lawfully admitted to the U.S. for permanent residency (a lawful permanent resident must provide his or her green card number on his or her application)	<input type="checkbox"/>	<input type="checkbox"/>
Are enrolled at an accredited school	<input type="checkbox"/>	<input type="checkbox"/>
Are not a federal employee	<input type="checkbox"/>	<input type="checkbox"/>
Have a minimum 3.0 GPA	<input type="checkbox"/>	<input type="checkbox"/>

Confidential Information

Does your application package contain information that you consider to be confidential?

☐ Yes ☐ No

Be sure to clearly mark confidential information

Students must submit **four** complete application packages for each project (one original and three copies). Please note that only one official transcript is required which may be opened and copied, even if a student is applying for multiple projects. Please verify that you have included:

	Original	3 Copies	Mailed Separately
A completed Application Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A completed Standard Form 424 (SF 424)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A résumé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An official college transcript from each school attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Reference Form from a professor or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A completed NNEMS Disclosure and Waiver Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verification of acceptance and/or enrollment in a graduate or Ph.D. program if applicant is a graduating senior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Separate, complete application packages must be submitted for each NNEMS project.

Applications must be postmarked on or before

February 13, 2006.

Mail or Courier Completed Application Package to:
NNEMS Fellowship Program

Tetra Tech EM Inc.

1881 Campus Commons Drive, Suite 200, Reston, VA 20191



An interactive PDF version of this form is available online at www.epa.gov/enviroed/NNEMS/2006apply.html or www.grants.gov

Proposal

You may attach one additional page as necessary.

Proposed Research Plan: Describe how you would conduct your research on this project.

Some well-placed phone calls can save a lot of time in the library, so my investigation would begin with a week or two of phone interviews with a range of people already familiar with (1) wetland protection issues, and (2) the impact of USAID, World Bank and IUCN policies on environmental media. I would include USAID and World Bank program officers, UNEP officers, UNEP officials, public interest organizations with international environmental programs, and academic specialists, as well as people within EPA.

Then I would select three or four organizations to represent the range of agencies active internationally (Bilateral, Multilateral, Quasigovernmental). I would look at specific programs or projects currently under way at these agencies to assess wetland impact. I would also analyze the organizational structures and political context in which these agencies operate to gain a grasp of how these factors influence their projects on wetlands, as well as the legal authorities of these agencies.

(continued on attached sheet)

Relevant Information: Describe your academic, professional, or relevant experience that you believe qualifies you to conduct this research. For example, identify academic courses or research that enhances your qualifications.

Though I do not have a background in wetlands or water issues in general, I have been working for the past five years on international pesticide issues. I am already familiar with some of the mechanisms currently in place at the World Bank and USAID to regulate how their funds are used for pesticides. Last year, I wrote Problem Pesticides, Pesticide Programs and Analysis of the International Code of Conduct on the Distribution and Use of Pesticides approved in November 1986 by the FAO, as well as a guide on how to monitor for compliance with the code.

Academic Goals: State how you expect this project to support your academic and professional goals.

I would expect my end project to be a report summarizing the impacts these agencies are having on wetlands, along with a substantive analysis of the legal and political factors driving these impacts. The report would also include specific recommendations for policy changes. This project would allow me to gain hands-on experience in international policy as it relates to environmental issues, which dovetails with the Environmental Management program I am pursuing. This real world experience would reinforce the topics I have studied in school, allow me to explore wetlands issues in more depth, and give me crucial background experience to help me find a job in the environmental public policy field upon graduation.

Application Package Checklist**Please verify that you:**

	Yes	No
Are a citizen of the U.S., its territories or possessions, or lawfully admitted to the U.S. for permanent residency (a lawful permanent resident must provide his or her green card number on his or her application)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are enrolled at an accredited school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are not a federal employee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Have a minimum 3.0 GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Confidential Information

Does your application package contain information that you consider to be confidential?

☐ Yes ☒ No

Be sure to clearly mark confidential information

Students must submit **four** complete application packages for each project (one original and three copies). Please note that only one official transcript is required which may be opened and copied, even if a student is applying for multiple projects. Please verify that you have included:

	Original	3 Copies	Mailed Separately
A completed Application Form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A completed Standard Form 424 (SF 424)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A résumé	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
An official college transcript from each school attended	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Reference Form from a professor or advisor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A completed NNEMS Disclosure and Waiver Statement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Verification of acceptance and/or enrollment in a graduate or Ph.D. program if applicant is a graduating senior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Separate, complete application packages must be submitted for each NNEMS project.

Applications must be postmarked on or before **February 13, 2006.**

Mail or Courier Completed Application Package to:
NNEMS Fellowship Program
Tetra Tech EM Inc.
1881 Campus Commons Drive, Suite 200, Reston, VA 20191

STANDARD FORM 424 – APPLICATION FOR FEDERAL ASSISTANCE

Instructions for Completing the Standard Form 424 – Application for Federal Assistance (an interactive PDF version of this form is available online at www.epa.gov/enviroed/NNEMS/2006apply.html or www.grants.gov):

1. Enter Pre-application "Non-Construction".
2. Enter current date.
3. Leave blank.
4. Leave blank.
5. Legal Name: Enter your legal name in this order: last name, first name, middle initial/name.
Organizational DUNS: Leave blank.
Organizational Unit: Leave blank.
Address: Enter the address (including street, city, state, and zip code) you are currently using to receive United States Postal Service mail.
Name and telephone number of person to be contacted: Enter your name, e-mail address, and telephone number. Your middle name, suffix, and fax number are optional.
6. Enter "12-3456789" for electronic submissions, leave blank for hard-copy submissions.
7. Enter "L-Individual."
8. Enter "New."
9. Enter "Environmental Protection Agency."
10. Enter "66.952."
11. Enter the project title of the fellowship for which you are applying (for example, if you are applying for project 2006-101, you would enter "Applied Environmental Economic Analysis.>").
12. Leave blank.
13. Enter the project start and end dates for the fellowship for which you are applying.
14. List your Congressional District under "Applicant." Under "Project," list the Congressional District for the fellowship project location. To identify the appropriate Congressional District, go to www.house.gov/.
15. Leave blank.
16. Enter "b. Program is not covered by E.O. 12372."
17. Self-explanatory.
18. Enter your name, title, and telephone number. "Graduate Student" or "Student" is an appropriate title. If you are submitting a hard-copy version, print a hard-copy of the SF 424 and sign the pre-application.

APPLICATION FOR
FEDERAL ASSISTANCE

Version 7/03

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED	Applicant Identifier
5. APPLICANT INFORMATION		3. DATE RECEIVED BY STATE	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
Legal Name:		Organizational Unit:	
Organizational DUNS:		Department:	
Address:		Division:	
Street:		Name and telephone number of person to be contacted on matters involving this application (give area code)	
City:		Prefix:	First Name:
County:		Middle Name	
State:		Last Name	
Zip Code		Suffix:	
Country:		Email:	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 1 2 - 3 4 5 6 7 8 9		Phone Number (give area code)	
		Fax Number (give area code)	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/> <input type="checkbox"/>		7. TYPE OF APPLICANT: (See back of form for Application Types) L Other (specify)	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE (Name of Program): 6 6 - 9 5 2		9. NAME OF FEDERAL AGENCY: Environmental Protection Agency	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:	
13. PROPOSED PROJECT Start Date: Ending Date:		14. CONGRESSIONAL DISTRICTS OF: a. Applicant b. Project	
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$ 00	a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON	
b. Applicant	\$ 00	DATE:	
c. State	\$ 00	b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372	
d. Local	\$ 00	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$ 00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
f. Program Income	\$ 00	<input type="checkbox"/> Yes If "Yes" attach an explanation. <input type="checkbox"/> No	
g. TOTAL	\$ 00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Authorized Representative			
Prefix		First Name	
Last Name		Middle Name	
		Suffix	
b. Title		c. Telephone Number (give area code)	
d. Signature of Authorized Representative		e. Date Signed	

Reset Form

APPLICATION FOR
FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		2. DATE SUBMITTED 12/01/2005	Applicant Identifier	
Pre-application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		3. DATE RECEIVED BY STATE	State Application Identifier	
5. APPLICANT INFORMATION		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier	
Legal Name: Doe, John, H.			Organizational Unit: Department:	
Organizational DUNS:			Division:	
Address: Street: 123 Hill Street City: Anytown County:			Name and telephone number of person to be contacted on matters involving this application (give area code) Prefix: Mr. First Name: John Middle Name: H. Last Name: Doe Suffix:	
State: VA Zip Code: 22205			Email: johndoe@e-mail.com	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 1 2 - 3 4 5 6 7 8 9			Phone Number (give area code) (123) 456-7891	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify)			7. TYPE OF APPLICANT: (See back of form for Application Types) L Other (specify)	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 6 6 - 9 5 2 TITLE (Name of Program):			9. NAME OF FEDERAL AGENCY: Environmental Protection Agency	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):			11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Applied Environmental Economics Analysis	
13. PROPOSED PROJECT Start Date: 06/01/2006 Ending Date: 08/30/2006			14. CONGRESSIONAL DISTRICTS OF: a. Applicant: Virginia 8th District b. Project: North Carolina 4th District	
15. ESTIMATED FUNDING:			16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal \$.00			a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:	
b. Applicant \$.00			b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372	
c. State \$.00			<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
d. Local \$.00			17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
e. Other \$.00			<input type="checkbox"/> Yes if "Yes" attach an explanation. <input checked="" type="checkbox"/> No	
f. Program Income \$.00				
g. TOTAL \$.00				
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.				
a. Authorized Representative				
Prefix: Mr. First Name: John		Middle Name: H.		
Last Name: Doe		Suffix:		
b. Title: Student		c. Telephone Number (give area code): (123) 456-7891		
d. Signature of Authorized Representative		e. Date Signed		

Instructions for the Reference

Thank you for providing a reference for a NNEMS fellowship applicant. Before you begin, please note that this reference is not intended to be confidential. Please submit the completed form to the applicant identified below, to be included in the application package. You may submit the reference under separate cover at the address provided below, but it must be postmarked on or before **February 13, 2006**:

NNEMS Fellowship Program
 Tetra Tech EM Inc.
 1881 Campus Commons Drive, Suite 200
 Reston, VA 20191

To be Completed by Applicant

Project Number: 2006-_____ Current Phone: (_____) _____ - _____
 Applicant's Name: _____ Current E-mail: _____
 Current Mailing Address _____ School/University: _____
 _____ Current Major/Minor: _____
 _____ Expected Graduation Date: _____
 City _____ State _____ Zip _____

To be Completed by the Reference

_____ Current E-mail: _____
 Name of Individual Providing Reference _____ Position or Title: _____
 Current Mailing Address _____ Department: _____
 _____ Institution: _____

 City _____ State _____ Zip _____
 Current Phone: (_____) _____ - _____ Signature _____ Date _____

Reference

The applicant named above is applying for a NNEMS fellowship. What are your personal impressions of the candidate's ability to perform the proposed research project? Include how the research project relates to and will further the student's academic goals. Please comment on the quality of his or her work, and promise of productive scholarship. Please explain in what capacity you have known the applicant and for what time period. (Continue on next page, if necessary.)

REFERENCE FORM

Reference: (continued from previous page)

Rating:

Please rate this student in overall promise in comparison with other individuals with whom you have known at similar stages in their academic studies by checking the appropriate boxes.

	Outstanding	Excellent	Good	Fair	Poor	Not Applicable
Academic Performance						
Motivation for Proposed NNEMS Research Plan						
Research and Writing Ability						
Leadership Skills and Written Communication Skills						

NNEMS DISCLOSURE AND WAIVER STATEMENT

Please complete and submit with NNEMS application package. This form may be photocopied.

I understand that the National Network for Environmental Management Studies (NNEMS) Program fellows are not employees of the U.S. Environmental Protection Agency (EPA) or the U.S. government. Thus, if selected to be a NNEMS fellow, I will not receive typical federal employee benefits including, but not limited to, health insurance, life insurance, annual leave, and sick leave.

In addition, I understand that in the event of an accident causing injury to myself while either performing my assigned functions or traveling, the U.S. government is not liable for any injury or harm I may incur. Further, I understand that the U.S. government is not liable for any injury or harm I may cause another person or persons while performing my assigned functions or traveling for EPA. As such, I understand that I am responsible for any injury or harm I cause to myself or others as a result of my actions.

By signing this form, I acknowledge that I fully understand the provisions contained in this statement regarding my status as a NNEMS fellow and the consequences of my actions while working as a NNEMS fellow. As a result, I have considered the possibility of obtaining personal insurance during my NNEMS fellowship.

Name: _____ School: _____

Home Address: _____ Project # Applied For: 2006 - _____

_____ Project Category: _____

Home Phone Number: _____

Signature: _____ Date: _____

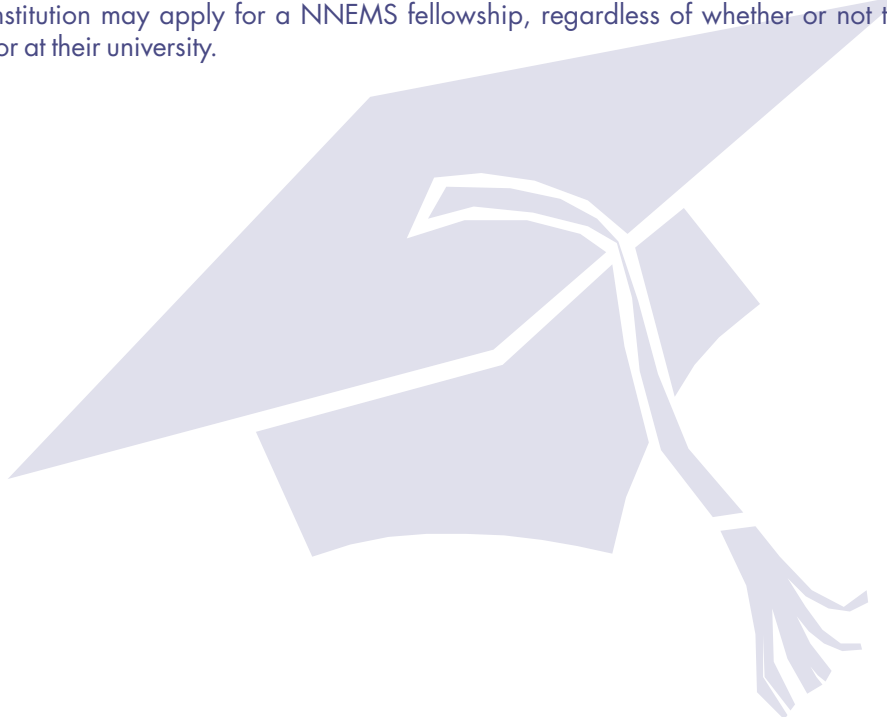
Appendix B – NNEMS Program Coordinators

Listed on the following pages are the NNEMS Program Coordinators at more than 200 colleges, universities, and distance-learning organizations throughout the U.S. Program Coordinators act as representatives of the NNEMS program by promoting the program on campus, displaying and making available to students NNEMS materials, and assisting students in the preparation of their applications.

The Program Coordinators are sorted in alphabetical order by name of organization.

The points of contact are current, according to information available at the time of publication.

Please note: Any eligible student enrolled for academic credit at an accredited 2- or 4-year college, university, or distance-learning institution may apply for a NNEMS fellowship, regardless of whether or not there is a NNEMS Program Coordinator at their university.



Albright College

Carmen Salsbury
Department of Biology
P.O. Box 15234
Reading, PA 19612

American University

Bernard Ross
Department of Public Affairs
4400 Massachusetts Avenue NW
Washington, DC 20016-8011

Paula Warrick
Office of Student Awards & Fellowships
Career Center
4400 Massachusetts Avenue NW
Washington, DC 20016-8011

Bates College

Charles Kovacs
Office of Career Services
31 Frye Street
Lewiston, ME 04240

Benedictine College

Becky Gilmore, Director
Career Development
1020 North Second Street
Atchison, KS 66002

Bloomsburg University of Pennsylvania

JoAnne Day, Director
Academic Internships
236 Student Services Center
400 East Second Street
Bloomsburg, PA 17815

Boston College

Marguerite Connolly
Department of Geology and Geophysics
Devlin Hall, Room 213
Chestnut Hill, MA 02167-3809

Mary Donin, Library Assistant
Career Center
38 Commonwealth Avenue
Chestnut Hill, MA 02167

Boston University

R.R. Laksman
Center for Environmental Studies
675 Commonwealth Avenue
Boston, MA 02215

Bowdoin College

James Westhoff, Assistant Director, Internship Coordinator
Career Planning Center
4900 College Station
Brunswick, ME 04011-8440

Bowling Green State University

Holly Myers-Jones, Director
Center for Environmental Programs
246 Shatzel Hall
Bowling Green State University
Bowling Green, OH 43403

Brigham Young University

Vince Fordiani, Director, Career Management
George W. Romney Institute of Public Management
442 TNRB
Provo, UT 84602

Brown University

Donna Goodnow
Biology Undergraduate Affairs
Box G-A 124
Providence, RI 02912

Mark Kenyon
Career Planning Services
P.O. Box 1907
Providence, RI 02912

Harold Ward
Center for Environmental Studies
Box 1943
Providence, RI 02912

Bucknell University

Pamela Keiser, Associate Director
Career Development Office
101 Botany Building
Lewisburg, PA 17836

California Institute of Technology

Janet Hering, Professor
Environmental Science & Engineering (138-78)
1200 East California Boulevard
Pasadena, CA 91125

California State University, Chico

William Lerch, Director
Office of Experiential Education
400 West 1st Street
Chico, CA 95929-0818

California State University, Los Angeles

Michelle Stabio, Environmental Science Outreach Coordinator
Center for Environmental Analysis (CEA-CREST)
5151 State University Drive
Los Angeles, CA 90032

California University of Pennsylvania

Meaghan Clister, Coordinator of Cooperative Education
Career Services
250 University Avenue
California, PA 15419

Carleton College

Katherine Cooper, Program Coordinator
Career Center, Sayles Hall 050
One North College Street
Northfield, MN 55057-4040

Carnegie Mellon University

John Michalenko
Career Center
Pittsburgh, PA 15213-3890

Indira Nair
Department of Engineering and Public Policy
Pittsburgh, PA 15213-3890

Catholic University of America

Kristen McManus, Director
Columbus School of Law
Office of Legal Career Services
Room 163
Washington, DC 20064-8020

Central Missouri State University

Dawn Anderson, Career Development Coordinator
Office of Career Services
University Union 302
Warrensburg, MO 64093

Centre College

Melinda Wilson, Internship and Outreach Coordinator
Career Services
600 West Walnut Street
Danville, KY 40422

Clark University

Brian Cook, Professor
Department of Government
950 Main Street
Worcester, MA 01610-1477

Clemson University

Alan Elzerman, Director
School of the Environment
342 Computer Court
Anderson, SC 29625

Cindy Lee, Associate Professor
Environmental Engineering & Science
342 Computer Court
Anderson, SC 29625

College of New Jersey

Deb Kelly
Office of Career Services
1938 Pennington Road
Ewing, NJ 08628

Colorado State University

Erin Reichert, Career Center Liaison
College of Veterinary Medicine & Biomedical Sciences
1680 Campus Delivery
Fort Collins, CO 80526-1680

Columbia University, City of New York

Patricia Macken, Assistant Director
School of International and Public Affairs
Office of Career Services
420 West 118th Street, Room 420
New York, NY 10027

Connecticut College

Jack Tinker, Director of Recruiting
Office of Career Enhancing Life Skills
270 Mohegan Avenue
New London, CT 06320-4196

Coppin State University

Seana Coulter, Cooperative Education/Internship Coordinator
Career Development & Co-op Center
2500 West North Avenue
Baltimore, MD 21216

Cornell University

Irene Komor, Career Counselor
A&S Career Services
55 Goldwin Smith Hall
Ithaca, NY 14853

Cuyahoga Community College, Eastern Campus

Herbert Mausser, Program Manager
Environmental Health and Safety Technology
4250 Richmond Road
Highland Hills, OH 44122-6195

Dartmouth College

Kathryn Doughty, Associate Director
Career Services
63 South Main Street
Suite 200
Hanover, NH 03755-3586

Davidson College

Ann Melton, Career Resources Librarian
P.O. Box 1719
Davidson, NC 28036

Delaware State University

Mary Merritt, Director
Career Planning @ COOP Education
Delaware State University
Career Planning Center
Dover, DE 19901-2277

Michael Reiter, Associate Professor of Natural Resources
Agriculture and Natural Resources
1200 North Dupont Highway
Dover, DE 19901-2277

Delaware Valley College

Mike Ellis, Director
Career Life Education
Segal Hall
700 East Butler Avenue
Doylestown, PA 18901

Kelly Wieand, Career Program Assistant
Career & Life Education
Segal Hall
700 East Butler Avenue
Doylestown, PA 18901-2697

Denison University

Pamela Allen, Director and Pre-Professional Advisor
Career Services
306 Burton Morgan Center, 150 Ridge Road
Granville, OH 43023

Drew University

Joanne McCann
Academic Internship Office
P.O. Box 802
36 Madison Avenue
Madison, NJ 07940

Duke University

Ruby Brown-Herring, Assistant Director for Health Professions,
Environment, Life Sciences, and Research
Career Center
Box 90950
Durham, NC 27708-0950

Elise Goldwasser, Undergraduate Internship Coordinator
Sanford Institute of Public Policy
Box 90247
Durham, NC 27708

Karen Kirchof, Assistant Dean for Career Services
Nicholas School of Environment and Earth Sciences
Box 90331
Durham, NC 27708-0331

Duquesne University

Dan Donnelly, Director
Center for Environmental Research and Education
332 Fisher Hall
Pittsburgh, PA 15282-0100

Elizabeth City State University

Sandra Gibson, Assistant Director, Career Services
Office of Career Services
Campus Box 804
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Appendix C – IRS Publication 970: Tax Benefits for Education





Department of the Treasury
Internal Revenue Service

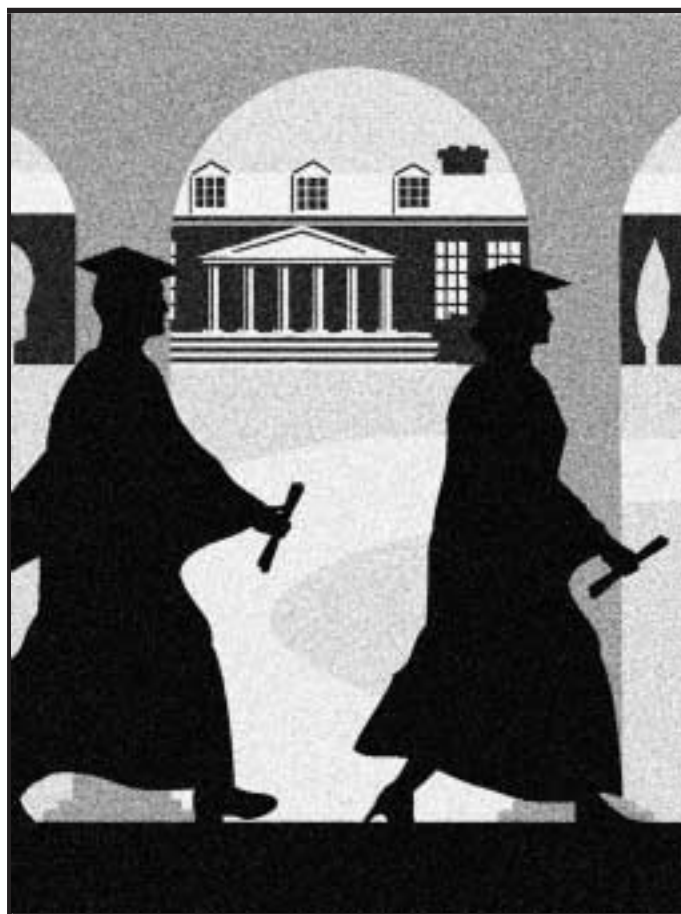
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Tax Benefits for Education

For use in preparing

2004 Returns



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What's New

Hope and lifetime learning credits. Beginning in 2004, the amount of your Hope or lifetime learning credit is gradually reduced (phased out) if your modified adjusted gross income (MAGI) is between \$42,000 and \$52,000 (\$85,000 and \$105,000 if you file a joint return). You cannot claim a credit if your MAGI is \$52,000 or more (\$105,000 or more if you file a joint return). This is an increase from the 2003 limits of \$41,000 and \$51,000 (\$83,000 and \$103,000 if filing a joint return). For more information, see chapters 2 and 3.

Student loan interest deduction. Beginning with interest due and paid on qualified education loans after December 31, 1997:

- A 90-day safe harbor is allowed for disbursing loan proceeds used to pay qualified education expenses.
- Payment of interest by a third party may be deductible.

See chapter 4 for more information.

Student loan repayment assistance. Beginning in 2004, student loan repayments provided under certain federal and state repayment programs are tax free. See chapter 5 for more information.

Tuition and fees deduction. Beginning in 2004, the amount of qualified education expenses you can take into account in figuring your tuition and fees deduction increases from \$3,000 to \$4,000 if your modified adjusted gross income (MAGI) is not more than \$65,000 (\$130,000 if you are married filing jointly). If your MAGI is larger than

\$65,000 (\$130,000), but is not more than \$80,000 (\$160,000 if you are married filing jointly), your maximum tuition and fees deduction is \$2,000. No tuition and fees deduction is allowed if your MAGI is larger than \$80,000 (\$160,000). For more information, see chapter 6.

Qualified tuition program (QTP). Beginning in 2004, a distribution from a QTP established and maintained by an eligible educational institution (generally private colleges and universities) can be excluded from income if the amount distributed is less than or equal to the beneficiary's adjusted qualified education expenses. See chapter 8 for more information.

Education savings bond program. Beginning in 2004, the amount of your interest exclusion will be phased out (gradually reduced) if your filing status is married filing jointly or qualifying widow(er) and your modified adjusted gross income (MAGI) is between \$89,750 and \$119,750. You cannot take the deduction if your MAGI is \$119,750 or more. For 2003, the limits that applied to you were \$87,750 and \$117,750.

For all other filing statuses, your interest exclusion is phased out if your MAGI is between \$59,850 and \$74,850. You cannot take the deduction if your MAGI is \$74,850 or more. For 2003, the limits that applied to you were \$58,500 and \$73,500. For more information, see chapter 10.

Business deduction for work-related education. Beginning in 2004:

- If you drive your car to and from school and qualify to deduct transportation expenses, the amount you can deduct in 2004 is 37½ cents per mile, up from 36 cents per mile in 2003. See chapter 12 for more information.
- If your adjusted gross income for 2004 is more than \$142,700 (\$71,350 if you are married filing separately), your itemized deductions may be limited. See chapter 12 and the instructions for line 28 of Schedule A (Form 1040).

Reminders

Estimated tax. If you have taxable income from any of your education benefits and the payer does not withhold enough income tax, you may need to make estimated tax payments. For more information, see Publication 505, Tax Withholding and Estimated Tax.

Photographs of missing children. The Internal Revenue Service is a proud partner with the National Center for Missing and Exploited Children. Photographs of missing children selected by the Center may appear in this publication on pages that would otherwise be blank. You can help bring these children home by looking at the photographs and calling 1-800-THE-LOST (1-800-843-5678) if you recognize a child.

Introduction

This publication explains tax benefits that may be available to you if you are saving for or paying education costs for yourself or, in many cases, another student who is a

member of your immediate family. Most benefits apply only to higher education.

What is in this publication. Chapter 1 explains the taxability of various types of educational assistance, including scholarships, fellowships, and tuition reductions.

Two tax credits for which you may be eligible are explained in chapters 2 and 3. These benefits, which reduce the amount of your income tax, are:

- The Hope credit, and
- The lifetime learning credit.

Ten other types of benefits are explained in chapters 4 through 12. With these benefits, you may be able to:

- Deduct student loan interest,
- Receive tax-free treatment of a canceled student loan,
- Receive tax-free student loan repayment assistance,
- Deduct tuition and fees for education,
- Establish and contribute to a Coverdell education savings account (ESA), which features tax-free earnings,
- Participate in a qualified tuition program (QTP), which features tax-free earnings,
- Take early distributions from any type of individual retirement arrangement (IRA) for education costs without paying the 10% additional tax on early distributions,
- Cash in savings bonds for education costs without having to pay tax on the interest,
- Receive tax-free educational benefits from your employer, and
- Take a business deduction for work-related education.

Note. You generally cannot claim more than one of the benefits described in the lists above for the same qualifying education expense.

Comparison table. Some of the features of most of these benefits are highlighted in *Appendix B*, beginning on page 74 of this publication. This general comparison table may guide you in determining which benefits you may be eligible for and which chapters you may want to read.

Analyzing your tax withholding. After you estimate your education tax benefits for the year, you may be able to reduce the amount of your federal income tax withholding. Also, you may want to recheck your withholding during the year if your personal or financial situation changes. See Publication 919, *How Do I Adjust My Tax Withholding*, for more information.

Glossary. In this publication, wherever appropriate, we have tried to use the same or similar terminology when referring to the basic components of each education benefit. Some of the terms used are:

- Qualified education expenses,
- Eligible educational institution, and
- Modified adjusted gross income.

Even though the same term, such as qualified education expenses, is used to label a basic component of many of the education benefits, the same expenses are not necessarily allowed for each benefit. For example, the cost of room and board is a qualified education expense for the qualified tuition program, but not for the education savings bond program.

New this year to Publication 970 is a glossary where you can find these definitions in one place. The glossary is not intended to be a substitute for reading the chapter on a particular education benefit, but it will give you an overview of how certain terms are used in discussing the different benefits. See *Glossary* near the end of this publication.

Comments and suggestions. We welcome your comments about this publication and your suggestions for future editions.

You can write to us at the following address:

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We respond to many letters by telephone. Therefore, it would be helpful if you would include your daytime phone number, including the area code, in your correspondence.

You can email us at *taxforms@irs.gov. (The asterisk must be included in the address.) Please put "Publications Comment" on the subject line. Although we cannot respond individually to each email, we do appreciate your feedback and will consider your comments as we revise our tax products.

Tax questions. If you have a tax question, visit www.irs.gov or call 1-800-829-1040. We cannot answer tax questions at either of the addresses listed above.

Ordering forms and publications. Visit www.irs.gov/formspubs to download forms and publications, call 1-800-829-3676, or write to one of the three addresses shown in chapter 13, *How To Get Tax Help*.

Useful Items

You may want to see:

Publication

- ☐ **463** Travel, Entertainment, Gift, and Car Expenses
- ☐ **525** Taxable and Nontaxable Income
- ☐ **550** Investment Income and Expenses
- ☐ **553** Highlights of 2004 Tax Changes
- ☐ **590** Individual Retirement Arrangements (IRAs)

Form (and Instructions)

- ☐ **1040** U.S. Individual Income Tax Return
- ☐ **1040A** U.S. Individual Income Tax Return
- ☐ **1040EZ** Income Tax Return for Single and Joint Filers With No Dependents
- ☐ **2106** Employee Business Expenses
- ☐ **2106-EZ** Unreimbursed Employee Business Expenses

- ❑ **5329** Additional Taxes on Qualified Plans (Including IRAs) and Other Tax-Favored Accounts
- ❑ **8815** Exclusion of Interest From Series EE and I U.S. Savings Bonds Issued After 1989
- ❑ **8863** Education Credits (Hope and Lifetime Learning Credits)

- ❑ **Schedule A (Form 1040)** Itemized Deductions

See chapter 13, *How To Get Tax Help*, for information about getting these publications and forms.

1.

Scholarships, Fellowships, Grants, and Tuition Reductions

Reminder

Individual retirement arrangements (IRAs). You can set up and make contributions to an IRA if you receive taxable compensation. Under this rule, a taxable scholarship or fellowship is compensation only if it is shown in box 1 of Form W-2, Wage and Tax Statement. For more information about IRAs, see Publication 590.

Introduction

This chapter discusses the taxability of various types of educational assistance you may receive if you are studying, teaching, or researching in the United States. The educational assistance can be for a primary or secondary school, a college or university, or a vocational school. Included in the discussion are:

- Scholarships,
- Fellowships,
- Need-based education grants, such as a Pell Grant, and
- Qualified tuition reductions.

Many of these amounts are tax free if they meet the requirements discussed here.

Special rules apply to U.S. citizens and resident aliens who have received scholarships or fellowships for studying, teaching, or researching abroad. For information about these rules, see Publication 54, Tax Guide for U.S. Citizens and Resident Aliens Abroad.

Scholarships and Fellowships

A scholarship is generally an amount paid or allowed to, or for the benefit of, a student at an educational institution to aid in the pursuit of studies. The student may be either an undergraduate or a graduate.

A fellowship is generally an amount paid for the benefit of an individual to aid in the pursuit of study or research.

Table 1-1 provides an overview of the tax treatment of amounts received as a scholarship or fellowship (other than amounts received as payment for services). Generally, taxability depends on the expense paid with the amount and whether you are a degree candidate.

Table 1-1. **Taxability of Scholarship and Fellowship Payments¹**

Do not rely on this table alone. Refer to the text for complete details.

IF you use the payment for...	AND you are...		THEN your payment is...	
	A degree candidate	Not a degree candidate	Tax free ²	Taxable
Tuition	X		X	
		X		X
Fees	X		X ³	
		X		X
Books	X		X ³	
		X		X
Supplies	X		X ³	
		X		X
Equipment	X		X ³	
		X		X
Room	X			X
		X		X
Board	X			X
		X		X
Travel	X			X
		X		X

¹ Does not include payments received for past, present, or future services.

² Payments used for any expenses indicated in this column are tax free only if the terms of the scholarship or fellowship do not prohibit the expense.

³ If required of all students in the course.

Tax-Free Scholarships and Fellowships

A scholarship or fellowship is tax free only if:

1. You are a candidate for a degree at an eligible educational institution, and
2. You use the scholarship or fellowship to pay qualified education expenses.

Candidate for a degree. You are a candidate for a degree if you:

1. Attend a primary or secondary school or are pursuing a degree at a college or university, or
2. Attend an accredited educational institution that is authorized to provide:
 - a. A program that is acceptable for full credit toward a bachelor's or higher degree, or
 - b. A program of training to prepare students for gainful employment in a recognized occupation.

Eligible educational institution. An eligible educational institution is one that maintains a regular faculty and curriculum and normally has a regularly enrolled body of students in attendance at the place where it carries on its educational activities.

Qualified education expenses. For purposes of tax-free scholarships and fellowships, these are expenses for:

- Tuition and fees required to enroll at or attend an eligible educational institution, and
- Course-related expenses, such as fees, books, supplies, and equipment that are required for the courses at the eligible educational institution. These items must be required of all students in your course of instruction.

However, in order for these to be qualified education expenses, the terms of the scholarship or fellowship cannot require that it be used for other purposes, such as room and board, or specify that it cannot be used for tuition or course-related expenses.

Expenses that do not qualify. Qualified education expenses do not include the cost of:

- Room and board,
- Travel,
- Research,
- Clerical help, or
- Equipment and other expenses that are not required for enrollment in or attendance at an eligible educational institution.

This is true even if the fee must be paid to the institution as a condition of enrollment or attendance. Scholarship or fellowship amounts used to pay these costs are taxable.



You can use Worksheet 1-1 to figure the tax-free and taxable parts of your scholarship or fellowship.

Athletic Scholarships

An athletic scholarship is tax free if it meets the requirements discussed above.

Taxable Scholarships and Fellowships

If your scholarship or fellowship does not meet the requirements described earlier, it is taxable. The following amounts received may be taxable.

- Amounts used to pay expenses that do not qualify.
- Payments for services.
- Scholarship prizes.

Each type is discussed below.

Amounts used to pay expenses that do not qualify. A scholarship amount used to pay any expense that does not qualify is taxable, even if the expense is a fee that must be paid to the institution as a condition of enrollment or attendance.

Payment for services. Generally, you must include in income the part of any scholarship, fellowship, or tuition reduction that represents payment for past, present, or future teaching, research, or other services. This applies even if all candidates for a degree must perform the services to receive the degree.

Worksheet 1-1. Taxable Scholarship and Fellowship Income

1. Enter your scholarship or fellowship income for 2004	1. _____
<ul style="list-style-type: none"> • If you are a degree candidate at an eligible educational institution, go to line 2. • If you are not a degree candidate at an eligible educational institution, stop here. The entire amount is taxable. For information on how to report this amount on your tax return, see <i>Reporting Scholarships and Fellowships</i>. 	
2. Enter the amount from line 1 that was for teaching, research, or any other services. (Do not include amounts received for these items under the National Health Service Corps Scholarship Program or the Armed Forces Health Professions Scholarship and Financial Assistance Program.)	2. _____
3. Subtract line 2 from line 1	3. _____
4. Enter the amount from line 3 that your scholarship or fellowship required you to use for other than qualified education expenses	4. _____
5. Subtract line 4 from line 3	5. _____
6. Enter the amount from line 5 that was used for qualified education expenses required for study at an eligible educational institution. This amount is the tax-free part of your scholarship or fellowship income*	6. _____
7. Subtract line 6 from line 5	7. _____
8. Taxable part. Add lines 2, 4, and 7. See <i>Reporting Scholarships and Fellowships</i> for how to report this amount on your tax return	8. _____

* If you qualify for other education benefits (see chapters 2 through 12), you may have to reduce the amount of education expenses qualifying for a specific benefit by the tax-free amount on this line.

Exceptions. You do not have to include in income the part of any scholarship or fellowship that represents payment for teaching, research, or other services if you receive the amount under:

- The National Health Service Corps Scholarship Program, or
- The Armed Forces Health Professions Scholarship and Financial Assistance Program,

and you:

- Are a candidate for a degree at an eligible educational institution, and
- Use that part of the scholarship or fellowship to pay qualified education expenses.

Example 1. You received a scholarship of \$2,500. The scholarship was not received under either of the exceptions mentioned above. As a condition for receiving the scholarship, you must serve as a part-time teaching assistant. Of the \$2,500 scholarship, \$1,000 represents payment for teaching. The provider of your scholarship gives you a Form W-2 showing \$1,000 as income. You used all the money for qualified education expenses. Assuming that all other conditions are met, \$1,500 of your scholarship is tax free. The \$1,000 you received for teaching is taxable.

Example 2. You are a candidate for a degree at a medical school. You receive a scholarship (not under either of the exceptions mentioned above) for your medical education and training. The terms of your scholarship require you to perform future services. A substantial penalty applies if you do not comply. The entire amount of your grant is taxable as payment for services in the year it is received.

Scholarship prizes. If you win a scholarship as a prize in a contest, the scholarship is fully taxable unless you meet the requirements discussed earlier under *Tax-Free Scholarships and Fellowships*.

Reporting Scholarships and Fellowships

Whether you must report your scholarship or fellowship depends on whether you must file a return and whether any part of your scholarship or fellowship is taxable.

If your only income is a completely tax-free scholarship or fellowship, you do not have to file a tax return and no reporting is necessary. If all or part of your scholarship or fellowship is taxable and you are required to file a tax return, report the taxable amount as explained below. You must report the taxable amount whether or not you received a Form W-2. If you receive an incorrect Form W-2, ask the payer for a corrected one.

For information on whether you must file a return, see Publication 501, Exemptions, Standard Deduction, and Filing Information, or your income tax form instructions.

How To Report

How you report any taxable scholarship or fellowship income depends on which return you file.

Form 1040EZ. If you file Form 1040EZ, report the taxable amount on line 1. If the taxable amount was not reported on Form W-2, print “SCH” and the taxable amount in the space to the left of line 1.

Form 1040A. If you file Form 1040A, report the taxable amount on line 7. If the taxable amount was not reported on Form W-2, print “SCH” and the taxable amount in the space to the left of line 7.

Form 1040. If you file Form 1040, report the taxable amount on line 7. If the taxable amount was not reported on Form W-2, print “SCH” and the taxable amount on the dotted line next to line 7.

Schedule SE (Form 1040). Amounts you receive under a scholarship as pay for your services as an independent contractor are included in determining net earnings from self-employment. If your net earnings are \$400 or more, you will have to pay self-employment tax. Use Schedule SE, Self-Employment Tax, to figure this tax.

For more information in determining whether you are an independent contractor or an employee, get Publication 15-A, Employer’s Supplemental Tax Guide.

Other Types of Educational Assistance

The following discussions deal with common types of educational assistance other than scholarships and fellowships.

Fulbright Grants

A Fulbright grant is generally treated as a scholarship or fellowship in figuring how much of the grant is tax free. Only the taxable amount must be reported. See *Reporting Scholarships and Fellowships* earlier in this chapter.

Pell Grants and Other Title IV Need-Based Education Grants

These need-based grants are treated as scholarships for purposes of figuring their taxability. They are tax free to the extent used for qualified education expenses during the period for which a grant is awarded. Only the taxable amount must be reported. See *Reporting Scholarships and Fellowships* earlier in this chapter.

Payment to Service Academy Cadets

An appointment to a United States military academy is not a scholarship or fellowship. Payment you receive as a cadet or midshipman at an armed services academy is pay for personal services and will be reported to you in box 1 of Form W-2. Include this pay in your income in the year you receive it unless one of the exceptions, discussed earlier under *Payment for services*, applies.

Veterans’ Benefits

Payments you receive for education, training, or subsistence under any law administered by the Department of Veterans Affairs (VA) are tax free. Do not include these payments as income on your federal tax return.

If you qualify for one or more of the education benefits discussed in chapters 2 through 12, you may have to reduce the amount of education expenses qualifying for a specific benefit by part or all of your VA payments. This applies only to the part of your VA payments that is required to be used for education expenses.

Qualified Tuition Reduction

The term “qualified tuition reduction” means a tax-free reduction in tuition provided by an eligible educational institution. Whether a tuition reduction is a qualified tuition reduction, and therefore tax free, depends on whether it is for education below or at the graduate level. The qualified tuition reduction must not represent payment for services.

Education below the graduate level. Qualified tuition reductions for education below the graduate level (including primary and secondary school) are tax free if provided to the following individuals who are treated as employees.

1. A current employee of the eligible educational institution.
2. A former employee who retired or left on disability.
3. A widow or widower of an individual who died while an employee.
4. A widow or widower of a former employee who retired or left on disability.
5. A dependent child or spouse of any person listed in (1) through (4), above.

Child of deceased parents. For purposes of the qualified tuition reduction, a child is a dependent child if the child is under age 25 and both parents have died.

Child of divorced parents. For purposes of the qualified tuition reduction, a dependent child of divorced parents is treated as the dependent of both parents.

Officers, owners, and highly compensated employees. Qualified tuition reductions apply to officers, owners, or highly compensated employees only if benefits are available to employees on a nondiscriminatory basis. This means that the tuition reduction benefits must be available on substantially the same basis to each member of a group of employees. The group must be defined under a reasonable classification set up by the employer. The classification must not discriminate in favor of owners, officers, or highly compensated employees.

Graduate education. Tuition reductions for graduate education are considered “qualified” and are tax free if they are provided by an eligible educational institution to a graduate student who performs teaching or research activities for that institution. All other tuition reductions for graduate education are taxable.

How to report. Any tuition reduction that is taxable should be included as wages in box 1 of the employee’s Form W-2. Report the amount in box 1 on line 7 (Form 1040 or Form 1040A) or line 1 (Form 1040EZ).



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